University of Alberta

Preadolescents' Perceptions about their Experiences in Disability Sport

By

Karen Louise Robinson ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Arts

Faculty of Physical Education and Recreation

Edmonton, Alberta

Spring 2005

0-494-08002-7

Library and Archives Canada

Published Heritage Branch

395 Wellington Street
Ottawa ON K1A 0N4
Canada

Bibliothèque et Archives Canada

Direction du Patrimoine de l'édition

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*
ISBN:
Our file *Notre reference*
ISBN:

NOTICE:
The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

AVIS:
L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.

Canada

Abstract

This study examined the perceptions youth with physical disabilities hold about participation in specialized and integrated physical activity in an effort to understand the relative perceived benefits of taking part in inclusive and segregated settings. The study identified whether pre-adolescents perceive themselves as socially accepted and physically competent in sport. The experience of the participants was captured by way of personal interviews, field notes and informal observations. Individual profiles were developed for each of the 9 participants (6 males and 3 females) ages 9 to 14, who were enrolled in both a community-based specialized sport program and an integrated physical education class. A comparative qualitative analysis was undertaken following a line-by-line analysis for the development of meaningful themes (Hutzler, Fliess, Chacham & Van den Auweele, 2002). Thematic analysis was guided by theories on motivational climate and goal structures (Ames and Ames, 1984a).

Table of Contents

Title Page
Abstract
Table of Contents
List of Tables

Chapter 1 Introduction 1
Study Significance and Rationale 3
Theoretical Interpretation of Normalization and Social Role Valorization 5
Purpose 8
Delimitations 9
Limitations 10
Definitions 11
References 13

Chapter 2 Review of Literature 13

Social Acceptance as an Indicator of 'Fitting In' 13
Goal Orientations 16
The Importance of the Activity Climate 17
The Role of Social Comparison in Motivational Theories 22
Specialized Sport and Integrated Sport and Physical Activity Setting 23
Interpretation of the Literature 27

Chapter 3 Methods 29

Participants and Setting 29
Philosophical and Theoretical Framework 32
Data Collection 34
Data Analysis 38

Chapter 4 Results 40

Most Dominant Situations 40
Themes 44
Conditional Acceptance 44
Being Normal, Being the Same 46
Partnering 51
Role Identity 53
Perceived Challenge 55
Full Participation 56
Sport Knowledge 57

Chapter 5	Discussion	61
	Philosophical Framework	61
	Theoretical Framework	66
Chapter 6	Summary	72
	Implications for Practice	74
References		76
Appendices		82
	Appendix A: Information Letter	84
	Appendix B: Consent Form	85
	Appendix C: Demographics Form	85
	Appendix D: Dwyer's (2000) Interview Checklist	86
	Appendix E: Specialized Sport Setting Interview Guide ...	91
	Appendix F: Integrated Sport Setting Interview Guide	95
	Appendix G: Participant Grids	98

List of Tables

Table 3-1 Descriptive information about the pre-adolescent participant 38

Table 4-1 Most dominant situations for the specialized and integrated sport settings 51

Chapter One

Introduction

In the field of Adapted Physical Activity both professionals and advocates for youth with disabilities have made assumptions that inclusive or integrated experiences in sport or physical activity provide a positive psychological context for human development. In fact, there has been a widespread acceptance of the notion that children with disabilities will gain a sense of social acceptance from this exposure to able-bodied peers that they may not gain in segregated settings (Stainback & Stainback, 1990). Yet, children and youth with disabilities flock to so-called segregated activity options such as Special Olympics, Wheelchair basketball and Sledge Hockey. Why does this occur? What do children and youth with disability seek from these experiences? Is it possible that specialized or segregated sport settings provide a positive psychological context for these participants after all?

Sport is culturally valued in society, and thousands of children each year participate in sport within their communities. The intent of this study was to examine the sport and physical activity experiences of participants in disability sport, and specifically, to examine the perceptions youth with physical disabilities hold about their participation in both specialized and integrated physical activity settings. Of primary importance was to understand whether, in these settings, pre-adolescents perceive themselves to be socially accepted and physically competent, self-perceptions that have been theorized to relate positively to psychological well being.

Much work has been done with regards to structuring instructional settings within schools to meet the psychological and academic needs of students. Reid (2003), discusses the controversies around inclusion. Initially normalization was a response to institutionalization, providing greater opportunities for people with disabilities to experience activities of daily living typical of their non-disabled peers. Subsequently, mainstreaming was a response by schools to normalization, promoting integration of students with mild disabilities within the 'regular' classrooms. Mainstreaming was met with much controversy as teachers, especially physical educators not trained in adapted physical activity, were faced with teaching students with physical disabilities in an environment that could not accommodate them. In response to mainstreaming a model consisting of a continuum of educational placements, which varied by degree of restriction and freedom offered to the person with a disability, was introduced as The Least Restrictive Environment (LRE). In response to claims that this approach was still segregating individuals, and in response to ethical and human rights issues, the inclusion model was developed. "Inclusion supported the placement of all people with a disability into regular classrooms, with supports being brought to the individuals, rather then having the children leave the class or school to receive the supports" (Reid, 2003, pg. 140). While still controversial the inclusion model was widely adopted.

At the same time, disability sport was gaining momentum and stature in the international arena (McPherson, Wheeler, & Foster, 2003); and the growth of developmental sport programs for children with disability was its natural follower. The individuals within the current study were participating in both school-based 'inclusive' programs and disability sport programs, prompting the question: What are the

experiences and feelings of young adolescents in these very different settings? The long-term goal of this research was to understand what factors contribute to continued sport and physical activity participation of youth with disability.

Study Significance and Rationale

Research indicates that affiliation aspects of sport involvement, such as social acceptance, are just as important to young adolescents as aspects of sport achievement, while high levels of social acceptance have been positively correlated with continued sport participation (Weiss & Duncan, 1992). Actual physical competence appears to be related to social acceptance by the peer group. Furthermore, children's beliefs about their own physical competence are strongly associated with their perceptions of social acceptance. Thus, both affiliation (social acceptance) and achievement or perceptions of achievement are important to youth participating in sport. According to Weiss and Duncan (1992), "a child's being good and believing that he or she is good in sport is strongly related to being successful in peer relations and perceiving acceptance by his or her peer group" (p. 184).

Weiss and Duncan (1992) suggest that as children become older their peer groups increase in both number and importance in their eyes, and the use of peer comparison and evaluation becomes more prominent as children develop their perceptions of self. In integrated sport settings, an athlete with a disability is often the only disabled member on the team or in the class, and the pre-adolescent's peer-reference group is that of able-bodied teammates, making positive social comparisons and thus positive perceptions of physical competence difficult. If social acceptance is influenced by social comparison of

competence and perceived achievement is based on normative skill then youth with disability may experience lower levels of perceived and actual social acceptance in integrated settings. In specialized sport, children with disabilities may demonstrate sport competence: a greater focus may be on skill acquisition in domains that are congruent with capacities, and some children will be evaluated as highly skilled by both their peers and themselves. This could lead to positive perceptions of acceptance and continued involvement in sport. The studies of Hutzler and Sherrill (1999), and Pensgaard and Sorensen (2002) within disability sport, support the idea that perceived and actual physical accomplishment are related to (perceived and actual) social acceptance, and that positive beliefs in these two domains will accompany a rise in activity level.

Children with physical disabilities who perceive themselves as low in social acceptance and physical competence may be dropping out of integrated sport as they become older, when skill and ability are greater contributors to social acceptance. In the long run low levels of sport and physical activity participation amongst youth with disabilities have social implications, in that more sedentary youth may become sedentary adults. Taub and Greer (2000), Place and Hodge (2001), and Wolfensberger (1983) explain that youth want to experience a positive psychological sport context typical of their able-bodied peers. Perhaps pre-adolescents with disability and those without, require different settings to achieve the same experiences. Therefore, research on pre-adolescents' perceptions of their sport experiences within different contexts (segregated and integrated) is important.

Theoretical interpretation of normalization and social role valorization. To 'normalize', is to make normal or regular, to conform to a standard, to become normal (Oxford Canadian Dictionary, 1998). Literature on children with both physical and intellectual disabilities consistently refers to the desire for these children to have "normal" experiences. In order to understand this phenomenon of seeking normalcy, Wolfensberger's (1983) theory of normalization will be examined. Simply stated Wolfensberger (1983) describes normalization as "the use of culturally valued means in order to enable people to live culturally valued lives." He states that persons devalued by society must be enabled to achieve and maintain valued social roles. Normalization implies that individuals with disabilities should have the opportunity to attain certain goals, thus have the valued means (resources) to achieve these goals. School, community, sport, and recreation are avenues through which resources and opportunities must be provided to promote goal achievement.

According to Wolfensberger (1983), persons can declare themselves normalized if they have: experienced a degree of societal acceptance that is not below average range; have a culturally normative degree of personal autonomy and choice; have access to the valued experiences and resources of open society much as would be the case for a typical citizen. Therefore, it can be inferred that the essential components of normalization are those of social acceptance, personal autonomy and access to typical experiences and resources. These constructs are consistent with current literature. Taub & Greer (2000), Castaneda & Sherrill (1999), Weiss & Duncan (1992) and Gibbons & Bushakra (1989) describe the need for children to be independent and socially accepted within a physical activity setting. Interviews conducted in these studies illustrate the child's desire for

opportunity to participate in sport and physical activity typical of their able-bodied peers, activities that Wolfensberger (1983) would refer to as 'culturally valued' opportunities.

Normalization as a theory is no longer directly used to understand and thus explain the behaviour and practices of individuals with disabilities. However, it is not the constructs of social acceptance and autonomy within Wolfensberger's theory of normalization that have been abandoned by current theorists, but the term 'normalization' itself. Recent work in adapted physical activity has questioned the values that underlie attempts to 'normalize' people with disability rather than valuing their human experience (DePauw, 2000; Shogan, 1998). As a result, the terms 'normal', 'normalize' and 'normalization' have all lost their popularity in adapted physical activity discourse. Instead of making children 'normal', sport and physical activity can be conceived of as a means for children to achieve goals typical of their able-bodied peers.

Social role valorization (SRV) is a concept employed by Wolf Wolfensberger to further explain normalization and is based on the idea that people in valued social roles are "afforded the good life while those who are not are treated badly" (Wolfensberger, 2000, p. 105). "When SRV refers to devalued people, the intent is to convey that people are being perceived and interpreted by others as having lesser value than these others see themselves, or most other people, as possessing" (Wolfensberger, 2000, p. 106).

Individuals with disability are often devalued in our society because they are seen as not productive and thus are viewed by others as not contributing to their communities. People who are devalued in society are treated negatively by those in society that devalue them. Wolfensberger (2000) states that a role identity is assigned to the devalued individual that confirms or justifies society' s ascription of low value or worth attached to

that person or set of individuals. Examples of negative social roles include: the charity case, the object of pity, the object of ridicule, the child role or the sick role. Wolfensberger's (2000) social role theory may be viewed as a combination of behaviours, functions, relationships, privileges, duties and responsibilities that is socially defined, is widely understood and recognized within a society or community, and is characteristic or expected of a person who occupies a particular position within a social system. Individuals carry out roles in a variety of settings including leisure, sport and recreation, which Wolfensberger (2000) identifies as one of eight domains. Within this domain an individual may express positive or negative role examples. For instance a positive role example for sport and recreation would be athlete, competitor, champion, coach, fan or club member. Negative role examples include: oaf, klutz, loser, sore loser or bad sport. Individuals with disabilities may be expected to carry out negative roles within the leisure, sports and recreation domain. Wolfensberger (2000) explains that the value that people attach to the big roles of an individual will have more of an impact on that individual's life than the value they place on the individual's small roles.

Social roles are thus important for many reasons. They give a person 'place', they also give others an understanding of who an individual is and how they should relate to that person. Secondly, the roles that people fill affect every aspect of their lives such as their relationships, where and with whom they will live and their daily schedule and routine, health, income, diet, clothing and respect that they will receive from others. The bigger the role the individual holds the more likely people will put up with his or her negative characteristics. Society will extend whatever resources it has to offer to people

in valued roles, but will withhold resources or act in a destructive manner towards those individuals in devalued roles (Wolfensberger, 2000).

Children and youth with disability may be ascribed many negative roles in society in domains that are considered to be both 'large' and small. Since sport is generally considered to be an important domain for children and youth, having a devalued social role in this domain can impact the life of a child with a disability significantly.

It may be hypothesized that a sport context, which allows athletes to participate with individuals of similar abilities, will allow for a more fair, and perhaps more positive, assessment of oneself during comparisons with teammates and opponents and may also provide experience in valued social roles. Weiss and Duncan (1992) state that a child's beliefs about and objective indices of athletic ability are strongly associated with actual and perceived acceptance by his or her peer group. It is because a child's peer group increases in both number and salience during the ages of 6 and 12 and because adolescents and pre-adolescents use their peers to form judgments about their physical ability, that the type of sport programs available to youth with physical disabilities may be important and should be examined.

Purpose

The purpose of this study was to understand the experiences and feelings of preadolescents within both integrated and specialized sport in order to identify whether preadolescents experience positive psychological outcomes such as high levels of actual and perceived competence, perceptions of social acceptance and inclusion in addition to increased autonomy and global self-worth in these settings. A philosophical framework

employing normalization and social role valorization theories by Wolfensberger (1983, 2000) and research on affiliation aspects of sport for children and youth by Weiss & Duncan (1992) were used to frame this study. Weiss and Duncan's work in youth sport is strongly influenced by achievement motivation theories and these theories (Ames, 1992; Ames & Ames, 1984; Harter, 1978, 1999; Nicholls, 1984) were used to establish the questions asked of the participants. Thus, the secondary purpose of the study was to embed the experiences of the pre-adolescents with disability into the current motivational literature.

Delimitations

This study involved pre-adolescents aged 9 to 14 with physical disabilities. The young adolescents participated in community-based specialized sport programs and were enrolled in an integrated physical activity program at the time of the study. Sport programs included: sledge hockey, tae kwon do and swimming, all organized through the Edmonton Paralympics Sport Association. Participants in these programs were chosen because they represent the population of children and youth with physical disabilities who typically participate in community specialized sport programs. The age range was chosen because peer group interaction has been found to be of great importance for young adolescents between 9 and 14 years of age (Weiss and Duncan, 1992, p. 178). By age 9 children begin to use social comparison as a determinant of their degree of competency within a skill.

The sport programs ran for eight months, thus providing the athletes an opportunity to establish a rapport with their teammates and establish a sport identity. The

interviews took place in the latter half of the eight months. The sports selected for the study include both individual and team sports: thus representing all three of Ames (1984) goal structures (cooperative, competitive and individual) and allowing for a comparison to a physical education setting that may also incorporate these different goal structures. Selecting participants from the sport programs described above ensured that the participants have significant experience in a specialized setting. The majority of the participants within this study were involved in more than one specialized sport throughout the school year. Most of the participants continued their participation with the Paralympics Sports Association (PSA) sport programs during the summer.

Limitations

There are limitations to the study. One limitation is that both genders were not equally represented. Athletes were currently participating in a specialized sport program, however they were required to recall past experiences. Including data that must be recalled by a participant is a limitation because it may decrease the accuracy of the data collected. Comparing organized sport with regular physical education may pose a limitation to the study. Both of these physical activity settings involve social interaction and sport skill development; however, there are distinct characteristics of organized sport and physical education that vary significantly from one another. For example, members of a team sport may have a greater sense of affiliation with their teammates since they are working toward a common goal. Physical education also requires that students interact with one another, however, the goals, objectives and outcomes of participation may be individually based. An additional limitation to the study is that the definition of an

integrated physical education class varied by school. Therefore, the participants' integrated physical activity settings varied among individuals, whereas the specialized sport settings were more consistent across participants.

Definitions

Physical Disability: Any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal (Shogan, 1998).

Social Acceptance: A sense of belonging achieved through increased social interactions, and a feeling of being supported. Includes acceptance by one's peers (Castaneda & Sherrill, 1999; Place & Hodge, 1999).

Specialized Activity Setting: Specialized sport programs, formerly referred to as 'segregated' sport operate with the intention of providing choice to those who want a comfortable environment, based on their goals, needs and abilities, to pursue their active living aspirations (Gingras, 2002).

Sport: Sport can be viewed as a socially constructed phenomenon; it is both a product and a reflection of society. Sport is a global term that included physical activity on three levels: recreational sport, competitive sport and elite sport (Pensgaard & Sorensen, 2002).

Structured Activity Settings: Such as traditional physical education classes or youth sport teams are those in which the creation, selection and regulation of the situation are not under the control of the participant. Structured sport settings result in formal, adult-controlled games (Bouffard, Watkinson, Thompson, Causgrove Dunn, Romanow, 1996).

Unstructured Sport Settings: Informal physical activity areas like the school playground and some mastery-oriented physical education classes in which, the

behaviour of the participant is not constrained by coaches or teachers. Unstructured sport settings result in informal, child run games (Evans & Roberts, 1987).

Chapter Two

Review of Literature

Social Acceptance as an Indicator of 'Fitting In'

It has been made apparent through Wolfensberger's concept of normalization as well as Weiss and Duncan's research on pre-adolescents and sport participation that social acceptance is a critical construct that should be considered when evaluating the participation of children and youth with physical disabilities in physical activity programs. Social acceptance can be defined as a sense of belonging achieved through increased social interactions, and a feeling of being supported, which includes being accepted by one's peers (Castaneda & Sherrill, 1999; Place & Hodge, 2001). As research from Taub and Greer (2000) indicates, feelings of social acceptance lead to a sense of belonging and feelings of 'fitting in', which in turn may lead to continued physical activity participation. Taub and Greer (2000), who studied pre-adolescents' and adolescents' with disabilities involvement in integrated physical activity settings and the affect of this involvement on their lives, suggest that physical activity can provide opportunities for school-age children with physical disabilities to experience activities typical of their able-bodied peers. They indicate that physical activity contributes to adolescents' social identity as children and provides them a context for strengthening social ties. Results from their study show that participation in common childhood activities helped the children to believe they were typical children. Children 'perceived themselves as less different' (pg 401). Taub and Greer (2000) continue to explain that social bonding, the forming of personal attachments with peers, provided experiences

typical of their able bodied peers for these students because they believed they were included socially as 'typical' children. This study supports the work of Wolfensberger (1983) in that social acceptance within an activity that is culturally valued leads to feelings of acceptance and 'fitting in". However, social acceptance is often linked with physical competence, especially in boys. "Children gain peer acceptance by excelling at something valued by other children, and there is much evidence that athletic skills are valued by other children" (Evans & Roberts, 1987, p. 23). If a child has knowledge and experience in sport skills and shows physical competence within a sport or game he or she is more likely to be socially accepted and to perceive him or herself as 'fitting in'. Perhaps in order for children and youth to achieve full participation within physical activity and sport they must demonstrate physical competence.

Achievement in the physical domain is of particular importance for peer recognition but it is also very important for perceiving self-worth (Evans and Roberts, 1987). "Comparing themselves in games and sporting activities is a most important source of information to children about their relative competence and, by inference, their relative self-worth" (Evans & Roberts, 1987, p. 24). Weiss, Ebbeck and Horn (1997) discuss a variety of sources that provide information about a child's perceptions of his or her physical competence within a sport setting. Social evaluation by peers, coaches and parents, self-evaluative comparison to peers, and performance-based criteria such as winning and losing, are all important sources of information from the immediate environment. Personal criteria or self-referenced sources of competence also include self-improvement, perceived effort, speed/ease of learning new skills, attraction to or enjoyment of the activity and feelings of nervousness or worry. "Competence motivation

theory suggests that levels of perceived competence are related to both internal and external standards of reference available within a particular social context. As well, empirical evidence has shown that perceived physical competence is a salient antecedent of children's self-esteem and motivation" (Weiss, Ebbeck, and Horn, 1997, p. 55). A study by Van der Steen and Vermeer (1987) as described by Scholtes, Vermeer and Meek (2002) indicated that the influence of significant others varies between domains, with teachers more influential in the cognitive domain and the child's friends or peers more influential in the motor domain. Thus, while social acceptance is a key variable in perceiving oneself to 'fit in', and, by extension, a key variable in motivation to maintain participation, actual physical competence, and your own perceptions of that competence are also important variables in feelings of self-worth in a physical activity setting. Harter's (1978) theory proposes that while actual competence does not directly affect motivated behaviour, it is a precursor to perceived competence. Causgrove Dunn (2003) explains that actual competence influences the amount of success and failure experience as well as the perceptions of control and feedback received from others (p. 331) which in turn are the criteria on which perceptions of self are based. Scholtes, Vermeer and Meek (2002), explain that it is important for children with disability to develop high levels of positive self-worth and perceived competence across specific domains as both have a motivating influence on maintaining engagement and learning new tasks.

For the population chosen for the study, that is, pre-adolescents with physical disability, perceptions of competence and acceptance are important variables to be examined because they reflect what might be the most salient psychological variables in physical activity and are highly related to motivation to maintain participation. The

constructs of social acceptance and physical competence are interrelated in that children with higher levels of physical competence achieve greater social acceptance, thus physical competence will directly, or indirectly through perceptions of competence, influence psychological well being and continued participation. Klint and Weiss (1987), explain this relationship further by stating that "those perceiving themselves as physically competent in sport also cited affiliation and team atmosphere as a more important participant motive than did those lower in their perceptions of competence" (p.63).

Goal Orientations

Perceived competence is also related to an individual's goal orientations in that an individual's motivational goal for taking part in an activity can affect his or her perceptions of self that arise from engagement in physical activity. Achievement goal theories of motivation reveal that individuals use two different goal perspectives in achievement situations, task involvement and ego involvement (Nicholls, 1989). Task involved individuals focus on the goals of learning, mastery and personal improvement. Often individuals who use a task-involved perspective construe ability as the amount of effort they exert. "Task involvement is likely to lead to feelings of accomplishment and perceptions of competence, even in individuals who recognize that they are below average in ability when compared to others" (Nicholls, 1989).

An ego involved goal perspective indicates that individuals seek to demonstrate superior ability relative to others and use normative comparison for means of judging success and failure (Causgrove Dunn, 2000, p. 3). Individuals who use an ego perspective will avoid participation in order to ensure that they do not demonstrate low

ability relative to others. Therefore, an ego involved goal perspective often results in an over dependence on external sources of competence information and thus a decline in physical activity and sport participation when those sources lead to negative evaluations of the self.

Causgrove Dunn (2003) explains that task involvement is more adaptive than ego involvement and can foster positive perceptions and behaviours such as: enjoyment, interest, positive perceptions of competence and self-efficacy, intrinsic motivation, increased effort, use of problem solving strategies, preference for challenging tasks and persistence in the face of failure. "Under task involvement normative perceptions of competence are irrelevant and individuals are expected to engage in adaptive behaviours regardless of their perceptions of how skilled they are compared to others" (Causgrove Dunn, 2000, p. 334).

The Importance of the Activity Climate

Goal orientations are strongly related to the motivational climate in which an individual is participating. Pensgaard and Sorensen (2002) explain that social comparison is a common aspect of motivational climate, more specifically performance climate and therefore leads to comparison with others in relation to ability. "Two types of climate are typically described for groups, a mastery and a performance climate. A mastery climate is characterized by a clear focus on learning and improvement, and mistakes are viewed as a natural part of the learning process. A performance climate on the other hand, is focused on normative criteria for learning, social comparison and a strong focus on winning" (Pensgaard & Sorensen, 2002, p. 57).

The dependence on social comparison for information on competence, and as a determinate of motivational climate, illustrates the important influence of the socializing environment on motivation to continue participating (Causgrove Dunn, 2003). An individual's goal orientations are often a reflection of his or her perceptions of social acceptance and physical competence. Similarly, the goals that a participant adopts can influence the perceptions he or she has of a particular experience.

Carole and Russell Ames (1984a; Ames, 1992) believe that the goal structure of an activity along with the situational or 'motivational climate' influence an individual's motivational orientation. A goal structure refers to how students are evaluated in relation to each other and to a goal. The three goal structures are: competitive, cooperative or individualistic. Ames and Ames further explain, "how individuals assess or interpret the causes of success and failure may be influenced by a variety of situational factors (i.e. classroom structure, performance history) and personal characteristics (i.e. self-esteem, value-belief orientation)" (Ames & Ames, 1984a, p.40).

A competitive goal structure promotes egoistic motivation in which social comparison information is highly salient, the focus is on winning and ability attributions are important. The cooperative structure elicits a concern for responsibility and the focus is on group performance information and effort is directed toward the group's goal. The non-competitive individualistic structure evokes a mastery motivation where the focus is on skill mastery, effort attributions prevail and performance consistency information becomes salient (Ames & Ames, 1984a, p. 40). As alluded to by Nicholls (1984), competitive situations rely on social comparison and therefore emphasize the importance of ability. Since cooperative situations involve social interaction and encourage children

to be responsible and contribute to the group, value is placed on effort in order to achieve a group goal.

Cooperative and individualistic goal structures may increase a child's global self-worth as a result of the greater focus on effort placed within these structures. Ames and Ames (1984a), explain that within cooperative structures children's self-evaluations cannot be predicted solely by their personal achievements. Groups that have successful outcomes have been found to alleviate negative self-evaluations of low performers, but group failure diminishes the positive self-evaluations of high-performers. Based on this evidence, Nicholls (1989) may be correct in stating that individuals can be both task and ego involved and perhaps this would ensure that the high performer receives the positive reinforcement Harter (1978) describes as necessary for high perceptions of competence. Ames and Ames (1984a) continue to state that individualized structures imply that students have individual, independent goals and the criteria for success is defined in relation to some absolute standard. Depending on the nature of the situation/activity, the 'absolute standard' described by Ames and Ames may or may not be based on social comparison. For example, "when individualism is defined within this framework, it often reveals patterns of attribution (i.e. children tend to focus on their ability) and general affect is similar to those in interpersonal competitive structures. This may result in a self or norm-referenced competition" (Ames & Ames, 1984a, p. 41). When individualistic structures provide opportunities for self-improvement and when students perceive that they can achieve mastery goals, an individualistic goal structure can foster a mastery orientation.

Goal structures provide the individual with information regarding his or her performance. For example, in competitive settings, social comparison accentuates perceptions of difference among children, whereas, a cooperative setting focuses on the group's performance therefore minimizing individual differences. "Because different sources of performance information are salient to students as a function of the goal ... structure, children who may be similar in achievement can hold markedly discrepant self-views under different ... structures" (Ames & Ames, 1984a, p. 44). The type of goal structure chosen by a teacher or coach informs the children of the values that are important. Ames and Ames (1984a), explain that cooperative structures imply the values of responsibility and dependability. Competitive structures are associated with a value of demonstrating one's ability. The individualistic structure is associated with the value of mastery within a specific task area.

A limitation of the goal structure approach is that it may fail to consider individual differences. For example, Ames' (1984a) goal structure theory does not explain what would happen to a mastery-oriented child who participates within an individualistic goal structure and continues to practice yet does not get better. An additional limitation to the goal structure perspective is that individuals may perceive situations differently. For example, one may perceive a cooperative goal structure as competitive. An individual's perceptions of his or her environment may have a significant impact on his or her motivation.

Goal structures represent the expectations and demands placed on the individual by the instructor as a result of the type of activities or tasks that are planned. Ames and Archer (1988) extended this analysis of contexts by stating that there is also a

motivational 'climate' that communicates what is valued in an instructional situation. The motivational climate can be perceived as either mastery oriented or performance oriented. "A mastery oriented climate is concerned with the development of new skills, process of learning and the attainment of mastery is seen as dependent on effort" (Ames & Archer, 1988, p. 260). Feedback within the mastery-oriented climate is based on self-referenced information. The performance oriented climate values ability and normatively high outcomes. "There is a concern with being judged able and one shows evidence of ability by being successful, by outperforming others, or by achieving success with little effort" (Ames & Archer, 1988, p. 260). Feedback within the performance-oriented climate is based on social comparison. A mastery-oriented climate is believed to result in a more adapted motivational pattern whereas a performance-oriented climate typically creates a more maladaptive motivational pattern (Solmon, 1996). Similar to goal structures, the type of motivational climate is somewhat dependent on how the individual perceives the environment. Ames and Archer (1988) explain that the extent to which any student adopts a mastery or performance goal orientation depends on how each student constructs the social reality of the instructional setting for him or herself. Therefore, individuals within the same setting may vary in the extent to which they attend to and interpret certain instructional cues. Ames and Archer (1988) state that home influences, prior experiences or differential treatment from teachers and instructors may result in individual differences of children's perceptions of motivational climate.

A performance climate promotes the use of social comparison to determine one's degree of competence. Ames and Archer (1988) found that normative comparisons elicit attributional tendencies that are characteristic of maladaptive motivation patterns. Stated

differently, a child within a performance-oriented climate may perceive that his or her performance outcome is based solely on ability as compared to the ability of his or her peers. The child would be unlikely to take into consideration the role of effort. Therefore, failure should result in the child perceiving himself or herself to be low in physical competence and should lead to efforts to avoid displaying this lack of competence rather than leading to efforts to improve competence.

The Role of Social Comparison in Motivational Theories

Around middle to late childhood, individual's perceptions of him or herself are derived from social comparison and normative reference. Research (Harter, 1984) shows that social comparison may be domain specific and is predominant in a physical activity setting. Harter (1999) states that recognition and validation of others is important especially for children during skill acquisition. This is not surprising due to the very public nature of sport and physical activity. Nicholls' (1989) theoretical perspective indicates that an individual's goal orientation (whether he or she is task or ego-oriented) will determine the extent to which social comparison will be used to develop the individual's self-perceptions of competence. Ames' theory suggests that the climate and the structure of the activity may themselves invoke social comparison.

Based on this review, it is possible to infer that 'perceptions' of competence are often very close to the 'actual' competence due to the use of social comparison. Stated differently, the standards imposed by social comparison and norm-referenced information provide the individual with a more realistic perception of his or her competence, ability and effort. However, if this is true, then children with disabilities participating in an

integrated setting may be at risk of developing a very low perception of competence as a result of comparing themselves with their able bodied peers. Yet, the resulting perceived competence may not be a proxy to 'actual' competence for children with disability participating in integrated physical activity settings because most children are required to perform sport skills designed for able-bodied children. Perhaps specialized sport, (where children learn skills adapted to their physical needs) is a mechanism in which to protect children with disabilities from an unrealistic and educationally unsound perception of physical competence.

Specialized and Integrated Sport and Physical Activity Settings

Research supports the idea that physical activity and sport are beneficial for children and youth with disabilities. However, researchers and professionals in adapted physical activity are still divided as to whether integrated or specialized sport can better serve the social and psychological needs of students with disabilities. Place and Hodge (2001) indicate that many advocates believe that an inclusive setting may contribute to enhanced self-esteem for children with disabilities and increased social acceptance on behalf of their peers without disabilities. Yet their study of children in integrated physical education revealed the common themes of segregated inclusion and social isolation: the girls with disabilities were participants in the physical education class with the able-bodied students however, there was little to no social interaction between the children with disabilities and those without. The teacher used a different teaching style and had a different set of expectations for the students with disability. The integrated general physical education class (GPE) did not provide a sport context in which students

with disabilities could develop a sense of social acceptance or enhance their sport skills. A study by Ninot, Bilard, Delignieres and Sokolowski (2000) compared the effects of integrated and specialized sport participation on perceived competence for adolescents with an intellectual disability. The level of perceived competence declined for children in the integrated sport setting and the results revealed that there were no changes in perceived social acceptance. The study also showed that the level of sport skill improved equally across groups, (those in integrated and those in a specialized sport setting). The authors suggested that while children with disabilities are participating in sport with children without disabilities, they are not developing a sense of 'fitting in'. "Perceived success in inclusive physical education has been synonymous with 'fitting in' to the existing structure by either possessing minimal differences or by managing the reduction of functional ability" (Goodwin & Watkinson, 2000, p. 144). In other words, children with disability are expected to 'fit in' to the dominant structure, a structure that generally teaches skills for able-bodied, not disability sport and does so in contexts that promote social comparison.

Research by Nixon (1989) who conducted a case study on a child with a physical disability in a variety of integrated sport settings, suggests that integration is more easily achieved in recreation or leisure sports that were less competitive. He continues to state that genuine integration of disabled and able-bodied persons implies interaction between them that is unaffected by disability stigma or the disadvantaged status of disabled people. " It implies interaction in which disabled people do not feel pitied, scorned, different, deviant, morally inferior, or even specially favoured because they are disabled" (Nixon, 1989, p. 17).

Perhaps success can be achieved both physically and socially, if the child has the opportunity to participate in specialized sport, either as an addition to or as an alternative to an integrated sport setting. Specialized sport focuses on catering to the needs of the individual "with the intention of providing choice to those who want a comfortable environment, based on their goals, needs and abilities, to pursue their active living aspirations" (Gingras, 2002, p. 3). Castaneda and Sherrill (1999) describe a specialized baseball program in which children reported feelings of 'fitting in' due to both the increased social interaction with peers and a gain in baseball knowledge and skills. Gibbons and Bushakra (1989) also support the findings that specialized sport increases levels of peer acceptance for children with disabilities. Specialized sport can provide youth with disabilities the opportunity to interact with their peers with similar abilities, thus enhancing the opportunity for increased social acceptance and for experiencing 'genuine inclusion'.

Integration and inclusion are often terms used synonymously in both school and community settings. The terms in fact have very different meanings. Integration requires simply that individuals with disabilities and individuals who are able-bodied participate in the same setting (i.e. swimming pool, gymnasium, etc.). Stated differently, integration demands physical proximity of individuals with and without disabilities. Inclusion, on the other hand, implies acceptance: individuals with disabilities feel accepted and have a sense of belonging within their chosen sport setting.

DePauw (2000) states that a key element in inclusion is the right of all persons to have choice and be able to exercise it in an accessible society. She suggests that there are considerations necessary for programs to be inclusive:

1. Programs should provide a challenge for all individuals to learn and grow.
2. Expectations should be set for students at a level that challenges them individually and as a group.
3. The climate should be open and affirming for all and conducive to learning.
4. Programs should be relevant to the individuals and provide for transition to active lifestyles with family and community.
5. Programs should be meaningful to individuals and focused on functionality.
6. Activities should not only be ability-appropriate but age-appropriate as well.
7. Programs should provide a variety of opportunities in which learning can take place.
8. Programs should provide for individuals to have choice as well as choices.

(DePauw, 2000, p. 362)

"The benefits of physical activity/ physical education are well known (i.e. physical health, cognitive, psychological, vocational). Inclusive physical education can offer these as well as additional social benefits":

1. Opportunity to develop social skills necessary for interaction with others
2. Opportunity to develop friendships with peers with and without disabilities
3. Opportunity to interact with age-appropriate role models among able bodied peers
4. Decreased isolation
5. Increased expectations and challenge
6. Attitude changes among peers and increased acceptance
7. Increased appreciation of difference
8. Greater understanding of disability rights and equity

(DePauw, 2000, p. 363)

While not explicitly stated, DePauw's characterization of 'inclusive' settings implies that the perceptions of the participants themselves are critical. The programmatic considerations and benefits she outlines assume that participants will perceive their experience to be positive, especially in terms of social interaction and perceptions of self-worth. Based on the above criteria for inclusive sport settings, it is apparent that an inclusive environment can exist in both an integrated and specialized sport setting. Goodwin and Watkinson (2000) suggest that a setting which allows individuals to meet fitness goals, develop sport skills and knowledge, and establish positive social

relationships, is characteristic of an inclusive setting. They further indicate that integrated environments in which individuals experience rejection, lack of respect and restriction from full participation are not considered inclusive. For the purpose of delivering physical activity programs to youth with disabilities it is important to make the distinction between integrated and inclusive settings.

Interpretation of the Literature

It is apparent that 'fitting in', being socially accepted, is an important motivator and outcome for participating in sport for children and youth between 9 and fourteen years of age. Motivational theory suggests that in order for children with disabilities to achieve a sense of 'fitting in' or belonging, a degree of social acceptance must be present and accompanied by positive perceptions of the self. Due to the potential negative implications of social comparison 'fitting in' may be most easily accomplished in specialized sport settings. At the same time, Wolfensberger calls for culturally valued experiences. Can culturally valued experiences as posed by Wolfensberger be present in a specialized sport program? While most interpretations of Wolfensberger suggest that valued experiences are observable and tangible such as playing for a team, psychological experiences of feeling included, socially accepted, valued, competent and achieving goals may be the most important dimensions of 'culturally valued' experience. Stated differently, it may be the psychological rather than the behavioural experience that is culturally valued. If this is so social acceptance, perceived physical competence and goal achievement should all be considered valued experiences in North American culture and should be desirable for pre-adolescents. While both integrated and segregated (or

'specialized') programs may, on the surface, meet the expectations laid out by DePauw and others in adapted physical activity, culturally valued experiences should produce positive feelings about the self. An individual's perceptions of whether or not he or she perceives him or herself to be gaining culturally valued experiences regardless of environment should be recognized. Perhaps specialized sport is attractive to a youth with disability because he or she perceives himself or herself to possess the necessary skills to participate in sport with his or her peers with disabilities (versus his or her peers without disabilities) and thus to experience the feeling of being accepted and competent to reach one's goals. The current study attempts to examine the perceptions youth with physical disabilities have about their experiences in both specialized and integrated sport programs.

Chapter Three

Methods

Participants and Setting

The participants in the study were six male and three female pre-adolescents between 9 and fourteen years of age. One participant, an eleven-year-old male was unable to complete the second interview. Nine participants is typical for many qualitative studies of this kind and is within the range seen in recent published studies in adapted physical activity (Goodwin, 2000). Seven participants had a physical disability, three participants with Spina bifida, one with cerebral palsy, two with fine motor skill difficulties and developmental delay and one participant with Noonan's Syndrome (see Table 3-1). This syndrome includes the following characteristics: small stature, delayed puberty and facial dysmorphism, short neck, low hairline, and a flat shield-like chest. Features include short fingers, scoliosis and cardiovascular abnormalities (The Encyclopedia of Medical Imaging Volume VII, 2004). Two of the participants had a mild intellectual impairment in conjunction with a motor delay. Each individual was involved in at least one of the following Paralympics Sports Association (PSA) community-based specialized sport programs for a minimum of two years at the time of the study: sledge hockey, swimming or tae kwon do Three of the participants were involved in two of the above sport programs. All participants were involved in other specialized sport programs in addition to these three activities, some of which were offered by PSA and others offered by additional disability sport organizations within the community. Each participant was enrolled in a mainstream physical education class at

the time of the study. The physical education class served as a proxy for an integrated sport and physical activity setting.

Selection of the participants initially took place through contact with the program director for the Paralympics Sport Association, as well as through the coaches and coordinators of the community programs. The researcher provided an explanation of the study in addition to an information letter and consent form to all of the pre-adolescents, and their parents, who were eligible to participate in the study (see Appendix A and Appendix B). The researcher was also present at the practices in order to answer questions from the parents of the athletes regarding the study. A brief demographics form, as shown in Appendix C, was provided to each youth who agreed to participate in the study in order to determine the participant's age, gender, type of disability, school attended, physical education teacher and sport and physical activity experiences. The pre-adolescents who met the study criteria and returned the informed consent signed by their parents were scheduled for a personal interview. Criteria for selection were as follows: participants had to be between nine and fourteen years of age, be currently involved in both a specialized activity program and an integrated physical education class. Participants had to have a physical disability and have at least two years of experience within specialized sport. All pre-adolescents completed a consent form before they were interviewed to ensure that they were willing to participate in the study and that they understood that they were free to withdraw from the study at any time.

Table 3-1 Descriptive information about the pre-adolescent participants

Gender	Pseudo -name	Disability	Age	Specialized Sport	Integrated Physical Education
Male	Colin	Spina Bifida	14 yrs	Sledge hockey, tae kwon do	*Grade 9
Female	Julie	Spina Bifida	11 yrs	Sledge hockey, swimming	Grade 6
Male	Jack	Spina Bifida	9 yrs	Sledge hockey, swimming	Grade 4
Male	Max	Cerebral Palsy	9 yrs	Tae kwon do	Grade 4
Male	Mike	Noonan's Syndrome	14 yrs	Tae kwon do	** Grade 8
Male	David	Fine Motor and developmental delay	11 yrs	Swimming	Grade 5
Male	John	Fine Motor and developmental delay	13 yrs	Swimming	Catholic School Board access denied
Female	Shelley	Intellectual disability and motor delay	13 yrs	Swimming	** Grade 8
Female	Laura	Intellectual disability and motor delay	14 yrs	Tae kwon do	** Grade 8

* This participant was the only individual who did not have all of his classes with the same group of peers. Students varied per subject.

** These participants attended a school for students from grade 7-12 with a range of disabilities including: learning, physical, intellectual and behavioural disabilities.

Philosophical and Theoretical Framework

This study was undertaken using a qualitative perspective. Creswell (1998) defines qualitative research as:

> An inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting (p. 15).

For the qualitative researcher, philosophical and theoretical frameworks as well as assumptions make up the individual's worldview through which he or she conducts research.

Within this study both a philosophical and theoretical framework were used. A philosophical framework was used to gain an understanding of the contribution of inclusive and specialized contexts to participants' perceptions of their social roles in these settings and the extent to which they perceived themselves as fitting into these social contexts. Wolfensberger's (1983, 2000) theories of normalization and social role valorization were central to this understanding. The philosophical framework helps to guide the study whereas the theoretical framework is used to interpret the findings. The theoretical framework is comprised of the work on motivational climate described earlier (Ames & Ames, 1984a), which helps explain the participants' experiences. The interviews revealed that context was the most prevalent variable when it came to individual's motivation to participate and the feelings associated with their experiences. Therefore, Ames' work on motivational climate, and her earlier work on goal structures, were used to interpret the data.

Analysis of the interview data requires that the researcher interpret the findings. A qualitative approach called Hermeneutics, which is easily translated to mean 'interpretative' was used within this study. Hermeneutics posits that the data (the words and sentences) being interpreted must be considered within the context in which they were stated. "In order to grasp the meaning of a text, we need to go outside the text as well as inside it. Each statement allows you to identify, predict and say something. We can not understand the meaning of the sentence unless we know its function in the specific situation of the sentence utterance" (Lundin, Walhout & Thiselton, 1999, p. 67). Each statement exists within a context and each context represents a reality. The reality may be unique to the individual who expressed it or be shared by others who have had the same experiences.

Researchers must be aware of the assumptions that they hold when they set out to interpret individuals' experiences (realities). Slife and Williams (1995) explain that assumptions are individuals' beliefs and worldviews, in which underlie theories, paradigms and frameworks. Ontological assumptions about the nature of reality underly the work of all researchers. Many qualitative researchers including this author, agree with Creswell (1998), who stated that reality is subjective and multiple realities exist: realities of the researcher, realities of those individuals being studied and realities of the reader or audience interpreting the study. In order for the qualitative researcher to report these realities he or she must rely on the voices and interpretations of his or her participants. The researcher does this through the use of quotes, which aid in the development of themes that reflect the words used by the participants. "Each theme includes the multiple perspectives and divergent views of all participants" (Creswell, 1998, p. 76).

The results of the study were therefore obtained through the collection of reports of individuals' experiences within a natural setting. Therefore, an inductive approach was first taken in which interpretation and theme development were undertaken without theoretical or philosophical underpinnings. These data are presented in chapter four. It is acknowledged that in simply selecting what is 'meaningful' through the construction of themes and sub-themes, the researcher, through her knowledge of theory, brings to bear certain theoretical perspectives that cannot be avoided. Chapter five, however will provide the reader with a conscious, second level hermeneutic interpretation of the meaning of the participant's words using both theoretical and philosophical terms. A theoretical framework will be employed within the discussion section in order to understand and explain the relationship of the themes and sub-themes to motivational theory.

Fictitious names will be used throughout the chapter to protect the identities of the participants and to aid readers in following the experiences of particular individuals. Some children were particularly articulate and forthcoming, thus their words were relied on frequently. Goodwin (2001) and Goodwin and Watkinson (2000) reported that some children were particularly rich sources of information and relied heavily on their input. In this study two younger boys, Max and Jack, had similar experiences within their physical education class and explained their involvement in soccer baseball extensively. An older student, Colin, was also very insightful and reflective about his experiences.

Data Collection

Data were collected through two 30 minute personal interviews. Goodwin and Watkinson (2000) state that personal interviews provide the individual with physical disability an opportunity for his or her voice to be heard in addition to providing the researcher with personal accounts of experience. The personal interviews provided the researcher with an understanding of the key experiences and perceptions of the participants about social acceptance, physical competence and inclusion within both specialized and integrated sport settings. Pilot interviews were conducted with children of similar age to familiarize the researcher with the equipment. Videotapes of these interviews were reviewed by the researcher and her supervisor using the interview checklist developed by Dwyer (2000). The checklist is provided in Appendix D.

The personal interviews were semi-structured, including both open and closed questions. In order to prevent acquiescence, open-ended questions including probes and prompts were used. Stated differently, questions that required the participant to share a story or anecdote about a situation or experience were asked in order to prevent the individual from simply agreeing or disagreeing with the researcher's statement in order to provide a socially desirable response. The use of open-ended and either/or questions help to reduce this response-bias. "Establishing rapport also aides in reducing response bias (Heal & Sigelman, 1995)." When a good rapport is established between the researcher and the participant, there are no misconceptions of why the pre-adolescent is being interviewed. The participant is not trying to appease the interviewer and the individual is not dependent on feedback in order to feel that what he or she is saying is valued. This interview format allows for clarifications to be made by the researcher to help participants expand on their responses. Participants were asked about their

experiences in relation to their goal orientations and their perceptions of physical competence, social acceptance and inclusion in order for the researcher to examine the participant's perceptions of his/her experience within the two sport/ physical activity settings.

An interview guide was developed for each sport setting, specialized and integrated. Interviews guides were developed using motivational theories that are concerned with the feelings, perceptions of self, and perceptions of the context of a participant in an achievement setting (Ames & Ames 1984; Harter 1985; Nicholls 1984). For example, participants were asked about their ability to keep up with their peers during physical activity, the success of their mastery attempts, and their personal ratings of skill level in order to tap into the construct of perceived physical competence, which Harter (1985) claims is central to achieving physical competence and social acceptance. Based on the work by Nicholls (1984) questions were asked about the participants' perceptions of their progress (were they doing well or poorly) during physical activity and sport. Questions probing the types of activities provided and whether or not they provoked fair expectations, afforded optimal challenge, and effective instructional climate were posed based on the work by Ames and Ames (1984a) and DePauw (2000). Therefore, Harter's Perceived Competence Scale for Children (1985) Nicholls's Goal Orientation Theory (1989), Ames and Ames (1984a) theory on motivational climate and DePauw's (2000) work on inclusion were used to develop the interview guides, (see Appendix E and F).

The interviews were approximately thirty minutes in length and each participant was interviewed twice, once regarding his or her specialized (disability) sport experiences

and once about his or her integrated physical education experiences. The specialized sport interviews were conducted at the University of Alberta after the participants attended a free session with instruction in wall climbing. The interviews were not held directly after the participants' specialized sport practice due to time restraints of parents and participants following the evening practices, and lack of a quiet interviewing room at the arena, pool and tae kwon do studio. The researcher was present at several practices prior to the interviews in order to establish rapport and to observe the participant in his or her specialized sport setting. Observation at practices provided the interviewer with specific scenarios to prompt discussion. For example, after observing that a participant chose to use the horizontal support bar at tae kwon do to practice his back kicks while the other participants did not use support to practice their kicks the researcher asked "I noticed that you were the only one to use the bar for your back kicks today, how did that make you feel?" Observations led to questions about the pre-adolescent's perceptions of his or her competence, social acceptance and inclusion.

The researcher gained ethical approval from the University of Alberta's Cooperative Activity Program, Edmonton Public School Board and Parkland Public School Board to do the second interview about the pre-adolescents' physical education class. The Edmonton Catholic School Board denied ethical approval preventing the researcher from conducting the second interview with one of the participants. The researcher observed each participant in his or her integrated physical education class and then interviewed the participant about his or her integrated experiences directly following the physical education class. Once again observations of the class led to specific questions about the experience. For example, after observing one of the participants run

to the outfield every time his team was on defense during a soccer baseball game, the interviewer said, "I noticed that you always run out to the field, you never choose to play one of the bases or be the pitcher, can you tell me about that?" Observation also provided the researcher with the opportunity to ask questions about the peers who did or did not interact with the participants.

Interviews took place in a quiet private room in order to ensure that the participants felt comfortable to respond to the questions freely without influence from peers, family or teachers and were free from distraction. The same researcher conducted all interviews, which were audio taped for the purpose of analysis.

In addition to the personal interviews, field notes were taken after all interactions the researcher had with each participant. The field notes included observations about the participants, their teachers, coaches and peers, the types of activities and sports he or she was participating in, and thus provided the researcher with a written description of the context of the environment discussed within the interviews. The field notes therefore aided the researcher in contextualizing the participants' comments.

Data Analysis

Data analysis was conducted using semiotic clustering and line-by-line analysis. As defined by Feldman (1995), semiotic clustering is the search for and interpretation of, categories and linguistic structures found in the text in order to identify the common themes from the interview transcripts. Line-by-line analyses group the participants' responses into meaningful categories. The categories developed using line-by-line analysis were organized using a method described by Hutzler, Fliess, Chacham & Van

den Auweele (2002). Developing two individual grids for each child, one for each of the interviews, aided in the categorization of the interview data. This method was chosen based on its ability to organize the data into 'most dominant situations' and the participant's reactions to these situations. The consistencies in the data presentation across participants allowed for inter-participant and intra-participant comparison of the individuals two interviews. The grids contained the headings: most dominant situation, feelings and reactions of the participant, whether that feeling/reaction represented a positive or negative component of the sport setting, and the context in which that situation took place. Direct quotes were placed within the grid under the appropriate heading. Examples of grids are provided in Appendix G.

Meaningful labels were given to those responses that were perceived to be especially significant to the researcher. Themes identified within the grids were examined. Conceptually similar phrases were gathered together into thematic statements. Each theme encompasses the words and feelings expressed within both settings. All statements of agreement and conflicting comments were included in the findings.

Chapter Four

Results

Most Dominant Situations

The situations that were most consistent across participants were examined in order to compare the specialized and integrated sport settings. Hutzler, Fliess, Chacham, and Van den Auweele (2002) developed guideline criteria of common activity situations prior to the interviews and then probed the children about these situations. They collected verbal descriptions of the situations reported by the participating children via semi-structured in-depth interviews. The frequently occurring situations were then labeled as the most dominant situations and were used as categories within the individual grids. Within the current study, the most frequently occurring situations that arose across the interviews were identified as the most dominant situations and were entered into the individual grids. These 'most dominant situations' were used to form the initial comparison of the two sport settings. The dominant situations as described by the participants were both positive and negative for both settings; however, there were more positive situations within the specialized sport setting than the integrated sport setting (see table 4-1). The most dominant situations were arranged within the table based on the frequency in which they appeared within the transcripts.

The most prevalent situations identified for specialized sport as reported by all of the participants were: opportunity for skill development, learning challenging skills, participating in sport with other children with disabilities, feeling included and being accepted most of the time, not being able to play certain sports due to lack of programs,

being chosen to be someone's partner and being just as good as teammates. In comparison, the most dominant situations within the integrated setting as identified by 6 of the 8 participants included: being bullied or made fun of, choosing a secondary role in the game, feeling included only part of the time, feeling not as good as classmates, participating with children without disability, having people cheer for you, learning new skills and having to choose a partner or being 'left over'. The participants' reactions to the dominant situations help to comprise the themes.

Table 4-1 Most dominant situations for the specialized and integrated sport settings

Most Dominant Situation: Specialized Sport	Most Dominant Situation: Integrated Sport
Skill development	Achieving athletic success some times
Participating in sport with peers with disabilities	Being bullied and made fun of
Learning challenging skills	Having people cheer for you
Feeling included	Being aware of weaknesses
Being accepted most of the time	Choosing a secondary role in the game/activity
Achieving success and making progress	Worrying about making a mistake
Being chosen to be someone's partner	Lack of understanding of the rules
Doing the same things as teammates (keeping up with teammates)	Participating with able bodied peers
Being praised	Being the only student in the class with a disability
Participating with friends	Being told to try a difficult skill without any instruction
Making friends	Choosing a partner (always having to ask peers)
Not being able to play certain sports because of lack of availability	Being the 'left over'
Needing adaptations and receiving them	Having no one to talk to during wait times
Being just as good as teammates	Being rewarded for athletic achievement through social interaction
Traveling with the team	Trying to be 'normal', trying to fit in
Disability does not prevent participation in any activity	Making friends
Choosing competition because you can be successful	Feeling included part of the time
Opportunity to play a sport that normally wouldn't be able to	Not being able to keep up with peers
Choosing recreational activities	Feeling not as good as classmates
High perception of skill	Learning new skills

PSA deemed as easier than phys-ed based on ease of social interaction	Perceived skill level as lower than in specialized sport
Making decisions and having choice	Making decisions and having choice
	Not making decisions and not having the opportunity to make choices
	Having to be good at many different sports
	Practicing at home in order to participate in class
	Knowing who is better at a skill
	Participating in activities different from rest of class
	Unaware of skills to learn
	Needing adaptations and only getting them some of the time
	Unfamiliar with the skills to be learned
	Not being involved or included

Themes

Themes were generated based on the data collected from the interviews. Individual's reactions to dominant situations were entered into the individual grids. Using line-by-line analysis the reactions were grouped by the meaning provided to them by the participants and the researcher and an overlying theme for each group emerged based on the words used by the participants.

Conditional Acceptance. The theme of conditional acceptance illustrates that the majority of the participants felt their acceptance by peers was based on their ability to demonstrate skill or athletic accomplishment within the integrated physical education class. For example Max describes how he felt after scoring a run for his team during a soccer baseball game during his physical education class.

> I make a homerun and they start chatting with me, but I don't chat back because its like they never chat with me and its like why are you chatting with me, you never chat with me. It makes me feel annoyed because its like a back stabber, he is all of a sudden my friend and then he doesn't want to be my friend and once I make a homerun he wants to be my friend again."

Max perceived himself to be rewarded for athletic achievement with social interaction. However, he understood that in that circumstance social interaction was conditional upon the successful performance of an athletic task.

When social approval and social acceptance are conditional on performance and athletic success, the participants experience significant anxiety about making mistakes in

physical education class. For example, Jack explains, "I don't like…like I like to play with my friends in phys-ed but they don't like when I play with them, they yell…like get a life and stuff and then I want to punch them." Max describes what participating with peers without disabilities is like for him in the following quotation:

> It makes me feel scared, kinda this feeling where um its in between nervous and scared, but it makes me feel like that because I think ahh I am on this team and this is where some of the mad people are, because mostly everybody gets mad at me…what if I do something wrong, that person will be mad and yell at me again.

Max continues to describe his fear of making a mistake. "Whenever I think that I am doing something right, I do it wrong and the kids start yelling at me and getting mad at me and I don't like it because then I get scared and embarrassed and that's why I don't want to be pitcher because I do everything wrong." Max explained that during soccer baseball the reason he just goes to the out field each time his team is in the field is so that he won't make a mistake and then the kids on his team will be happy with him. Laura states, "PSA is better than here (PE) because people are always yelling at me, but in PSA people are not." While acceptance was conditional on athletic performance, failed mastery attempts were met with intolerance by peers as evident through the yelling and name-calling. It appears that social acceptance amongst peers within the integrated sport settings was conditional on performance success.

Social acceptance within the specialized sport settings appeared to be unrelated to performance capacity and in some cases was based on effort rather than ability or competence. There seemed to be more acceptance of individual difference. For example, when asked what it felt like to participate with other youth with disabilities Shelley said,

" it's fun and enjoyable and just do the best that you can…you just try and you are fine." Mike who has Noonan's Syndrome, explained, "that some kids may have a hard time doing sports but its ok and everyone works together and no one is bigger or stronger and if they are they don't act like it." Colin stated, "at first I felt shy, but then I was comfortable…you just get to know everyone and people don't care if you walk with canes or anything." Colin continued to explain, "it feels good, you don't have to worry about anything…like fitting in or figuring out how to make something work so you can do it too. It is just easier." Jack replied, "the kids are nice and that's important, they just let you do what you want and don't bug you." John explained, "your partner will help you and not hurt your feelings." In this setting acceptance appears to be unconditional as far as performance success is concerned, though there does seem to be the expectation that people put effort into physical performance. David told the researcher "you just try your best and they will want to play and be your friend." Laura also states, "no one cares if you make a mistake as long as you try hard."

Being 'normal', being the same. Throughout the course of data collection, a common trend emerged across all participants: the need for, and the strong desire for, being 'normal' and being the same. The participants spoke about wanting to have experiences that were similar to peers without disabilities. They interpreted 'normal' as being like other children and used the word frequently. The participants wanted to attend practices, travel with their teams, have teammates and non-school friends, wear uniforms, have regular social outings with friends and participate in culturally valued sports and activities such as hockey. Max bluntly states, "If I was normal I would be all happy and

'I am normal whew who!' I am always the same thing, people pick on me, people get mad at me." Julie explained, "If I am accepted then I am normal." The participants stated, with some consistency that they did not want to be better than their peers, just the same, as expressed in the following.

> I don't want to be better than anyone, I just want to be the same as everyone. I am always last and always worst than everyone, for once I just want to be normal and if I was normal then I could be better. I am not normal, I am special, I am handicapped also, it's like pokeman, like if you are a non-normal guy you evolve into um a normal guy and a normal guy evolves into a better guy. I walk bad, but when people are normal they can evolve into better people.

The participants expressed that being 'normal' meant that they were able to do the same movement skills as the rest of the group. The feeling of having achieved this was expressed in different ways but underlying each was the notion that one had to be just like the others. For Jack it meant he would not throw the ball in soccer baseball, he preferred to have a pinch kicker. "You are not supposed to throw, it's supposed to be soccer baseball, I could but I don't think that they would let me do it. I just want to do the same as the other kids." For Mike, this was a point in favour of specialized sport where the 'norm' was the disability. "In tae kwon do (PSA) you get to do the same as the other kids…because the other kids are more like me." Colin, an older participant with Spina bifida, said he felt less disabled when participating with youth that are able-bodied, as reflected in the following statement.

> I like that (playing with kids without disabilities) because well I gain more experience on how to play like able-bodied people even though I am not able-

bodied… I gain more and more knowledge about what it is like if say I was able-bodied…I don't feel like I have a disability when I play with them.

For Colin it appears that participating in sport as an able-bodied athlete results in feeling 'normal', a word that was used with some frequency by these participants.

Participants appeared to take delight in the experiences that they had in specialized sport. Discussions of 'workouts', 'training', 'teams', 'tournaments' and 'traveling' were interpreted to be implicit acknowledgements that their experiences were typical of those students in mainstream sport. Max stated, " It's a good workout, like I have been having problems with my legs, my feet have been hurting, but the workouts have made my legs tight and stronger." For Colin and Julie it was the opportunity to travel with their teams that they valued, "I went to Ontario for sledge hockey…that was cool." "I get to travel, I went to Vancouver with basketball (wheelchair basketball)…and I am going to Seattle for sledge hockey." Jack indicated that his experience in sledge hockey might be a good proxy for hockey: "Well, (without PSA) I wouldn't get to play hockey, because you can't use a sledge in Oiler hockey…I like sledge hockey and everything, but because I can't skate that means I will never get to play for the Edmonton Oilers."

While for most of the participants being 'normal' simply means participating in experiences typical of their peers without disabilities, Colin still wanted to 'be normal' to achieve the same status and success as his peers within able-bodied sport. "My PSA sports are easier than phys-ed "because at PSA I am playing with people who are at my level and with phys-ed it is kinda vice versa, I am playing with people at a higher level than me…I like that because its challenging and fun." Perhaps, for Colin to be truly 'the

same' as everyone else, he must do the same things that peers without disabilities are doing in able-bodied sport or able-bodied physical activities such as an integrated phys-ed class. Being the same as their peers appeared to hold value for these youngsters though it was achieved in different ways. For some of the participants just sharing the same experiences regardless of the setting made them feel the same as their peers at least some of the time.

For others being able-bodied automatically qualified someone as being 'normal', whereas, a student with a disability had to achieve that status by being successful at 'normal' experiences such as able-bodied sport and physical activity. Success seemed to be synonymous with achieving standards and norms set forth by the participants, teachers and coaches within the integrated sport setting. Within the theme of 'being normal, being the same' the sub-theme of achieving 'normal' experiences, thus feeling 'included' arose.

The Paralympics Sport Association programs provided an environment where everyone perceived themselves to be treated equally and social acceptance was more automatic and unconditional. Skill development and social interaction were the key components of the sport programs. Within this environment the participants felt successful and were able to share experiences typical of their able bodied peers, such as being a member of a team, attending practices, developing skills and training as an athlete. David explains excitedly, "I just like playing on a team…doesn't matter if you are good or not you just say 'Go Team' and you are being a nice friend and all of that stuff." Jack states boldly, "I am successful when I like it (sports) and the kids are nice to me." Laura and Shelley believe that success is dependent on effort. "I know I'm a

success when I try my best." Mike explains his experiences with achieving success in sport.

> I am pretty sure that I can keep up with my teammates because even though we may get our belts at different times, we are all working together. Like Keith (the instructor) said some of us may be getting our green belts and others may still be at white belt but that is ok, because we are still working altogether. Some may just practice more.

"We all work together and some may be better than others at some things but not at other things." "I am successful when I practice and work hard and it doesn't matter if I win or lose…just if I do it and try my best." Colin too believes that success is dependent on hard work and effort. "I am successful when I try really hard and listen to my coach and I just have to work hard in practice."

Achieving the standards and norms set for able-bodied sport and seeking social equality within physical education made feelings of inclusion more difficult within the integrated sport setting. Several of the participants explained that in order to achieve success in physical education, there is a greater exertion of effort. For example, Mike and Max would practice at home to be more successful at school. Mike explains, "most the time people are better at soccer than me and basketball and they get more control of the ball than I do … it doesn't bother me that much but I try to practice at home, so I can be as good." Max shares a similar experience about how he practices to achieve success in physical education:

> If I work very hard and like if I get good at it. Like when I was in soccer (PSA) I met this guy Cole and we would practice and I learned running very fast skills

> from Chris, because he runs with his arms like this (L shape) and I run like that now. I figured out that, now I run fast so now I can play soccer. So I go home and do my homework then I run outside and get a soccer ball and start running and practice keeping the ball in my feet…practicing makes me feel that in class I won't kick the ball in the wrong direction.

It became apparent that the pre-adolescents with physical disabilities are not afforded feelings of inclusion simply by participating within an activity; they must work for and subsequently earn the feeling that comes with experiencing inclusion. Being successful at 'normal' experiences with able-bodied peers could lead to feelings of being included but to do so the participants recognized the need to increase their physical competence through practice.

Partnering. The nature of much physical activity and sport is social and thus it often involves partnering with peers. All of the participants discussed the task of 'picking partners.' From these discussions, two dominant sub themes emerged, 'choosing versus being chosen', and 'being the left overs'. In speaking with the pre-adolescents it was apparent that being chosen to be someone's partner is a powerful indicator of being accepted while having to always ask someone to be your partner can be a very frustrating and socially isolating task. With each rejection the child receives, the more socially isolated he or she feels. Some of the participants had at least one friend that they consistently paired up with during physical education, whereas others found partnering to be a very difficult component of phys-ed. Those who had a regular partner admitted that they were always the one to ask the peer to be his or her partner. Through observation and interviews, it appeared that most of the students partnered with a

classmate who was relatively unskilled in phys-ed. Julie, a successful multi-sport athlete within disability sport describes her male best friend and regular partner. " He is my best friend in the whole world, he is not very good at volleyball, I don't think he plays any sports out of school, he is a silly geek, but in a good way." Other students however, had very negative experiences with partnering. Max angrily states, "no one (wants to be my partner), they never want to be with me." "No one ever in gym wants to be with me." Jack shares this experience "they don't want to play with me, they yell at me." Three of the participants referred to themselves as being a 'left over'. Max explains what being a 'left over' means to him. "It makes me feel sad and left out and it makes me see that I am being bullied and I don't like it. I always ask people, even my friends and they say no. I am hardly ever included, whenever we are in groups of five, there is always one left over. So then there has to be a group of three, and then I always have to be in that group and it is always the same group of boys that I have to be with and I get tired of it."

Partnering in the specialized sport settings appeared to be easier than in the integrated setting and even an exciting opportunity for some of the participants. When asked who they would partner up with during their PSA activities, the participants often responded with a list of 2-3 names. In contrast to the participant's integrated experiences with partnering, the pre-adolescents were often chosen to be someone's partner, rather than having to ask their peers. Shelley explains how partnering occurs at tae kwon do, "they come over to you and talk to you and be your partner." Mike is also a participant at tae kwon do and he explains the importance of friends. "Making friends is important, because it is important to have friends so when the instructor says to pick a partner you can." Shelley adds, "your partners are your friends and they make you feel happy that

you have a friend and you can talk to them and phone them." David and John both agree that the social time at the end of swimming is their favorite part of swim practice. "At swimming I like that at the end we get to go to the hot tub with our friends." Positive partners provide the pre-adolescents with disabilities the opportunity to interact socially with their peers. It appears that partnering is an indication of social acceptance. Mike sums up the role of friends in sport quite perfectly, "You know that you are accepted if they are good partners and they choose you to be on their team, because if they don't choose you then they don't like you."

Role Identity. Throughout the interviews and through observation, the participants described and demonstrated various roles that they held within the different sport settings. The pre-adolescent's role was sometimes identified differently in the specialized and integrated sport settings. For example, while the individual held the role of 'student' within both settings, that role was constructed differently in specialized sport as opposed to inclusive physical education. Within the specialized sport setting, the student's role was to learn skills and to help others learn skills. The pre-adolescent with a disability was treated as a student by the coach or instructor and received instruction from that individual. The participant then worked with peers to help refine each other's skills. Shelley explains, "I want to learn how to do the stuff I need to learn…like…kicking and doing blocks and being a good student." In contrast, in the integrated physical education class, both the teacher and his or her classmates identified the pre-adolescent with a disability as a student, but peer instruction and tutoring was not reciprocal between the students with and without disabilities. Often, the student with a disability was rewarded

for simply trying and participating and was not taught how to improve. The role of 'program participant' also varied between the two settings. The pre-adolescents were active participants involved in all aspects of their specialized sport programs. However, within physical education, some of the students with disability were identified as participants within the class, yet did not perceive their involvement as being active or full participation. Jack explains "I play with my teacher (educational assistant) and when they play soccer I watch them because I can't kick the ball with my legs."

Within specialized sport, the participants discussed having the opportunity to be a 'teacher'. When speaking about his friends at swimming John states "I teach them how to swim…and we play and race and do exercises together." David exclaims, "I feel awesome… I feel proud helping them and being a nice friend and teaching them to swim and stuff." Overall, the specialized sport interviews revealed that the participants identified themselves as having a variety of roles such as teacher, student, athlete, friend and teammate. Colin describes his role as a trained athlete. "I like to win if we are playing sledge hockey against a team with disabilities because other people with disabilities know how to play and train like we do." David states "when playing on a team, everybody wants to play with me because I am good at sports…because I am sports guy." In contrast, the majority of the participants identified themselves as holding only two predominant roles within their integrated sport setting, that of student and student with a disability. Max identified his role as the classmate with a disability. "People make fun of me because I can't walk as good and I trip a lot and they don't trip as much as me, and they don't have to have these special things like braces on their feet, that

really hurt." Max perceived himself as the worst player in the class and recognized that he was seen as the 'kid with a disability.'

Perceived Challenge. The participants perceived difficult skills as the challenging component of specialized sport whereas in physical education, challenge was determined by the perception of how easy or difficult it was to actively participate and the perception of whether or not they felt they fit in and were included. Common responses for the PSA activities included comments about drills and skills. Colin reflects on his experiences in tae kwon do and sledge hockey.

> Well in tae kwon do the movements are hard, its my first year and you have to remember all of the moves for the punseys (movement sequences). At sledge hockey the drills and lifting the puck is challenging, there are lots of things to work on.

Mike concurs, "The punseys and the kicks (are hard) sometimes it is hard for me to remember the order of things." Laura states, "Curling (PSA) is difficult because you don't know what skip is to call and the strokes in swimming are hard." Due to his limited balance Max responds, "kicks are difficult for me…like the snap kicks and the back kicks." These responses were typical of the entire group of participants.

In contrast the participants did not mention individual skills and activities as being difficult in physical education. Some did mention that the variety of activities in phys-ed made it more challenging. Mike explains, "phys-ed is challenging because they do lots of different stuff, because you can't just stay at one sport for the rest of the year, you have to be good at lots of different things." The majority of challenging aspects of integrated

physical education centered on participation and the individual's perceptions of inclusion. Jack admitted,

> Phys-ed is more difficult than PSA because I don't always get to do stuff or participate. I just sit there, so that is not hard, but it is more difficult to do what the other kids are doing. Well, at least I get to do stuff other times like at PSA.

Colin, a grade nine student, explained that, "gym is most difficult because it takes more to get used to…sometimes it just takes a lot to get involved, like to do the same things as the other kids are doing." Jack adds "Not playing with my friends is difficult." It appears that the initial proving of yourself to get to participate is what makes integrated sport both challenging and frustrating while it is the learning of difficult skills that simply makes a sport challenging and fun. As a result of this discrepancy in the type of challenge that the participants faced within each setting, the sub themes of sport specific challenge and social challenge emerged.

Full Participation. The interviews with the participants revealed that a difference between the two sport settings is the degree to which the individuals perceive themselves as being either full or partial participants. Full participation is characterized by 'hassle-free' participation: the student with the disability is able to participate in physical activity without experiencing name-calling, put downs or lowered expectations from peers or teachers/instructors. In order for a student to achieve full participation he or she would have access to accessible programs and facilities as well as knowledgeable administration and instructors. It was apparent from the data collected that full participation was

achieved easily within the community-based specialized sport programs. However, barriers prevented full participation within the integrated physical education setting.

The participants in the study described the barriers they faced during physical education. Jack was not allowed in the gymnasium during physical education and he therefore spent those periods with the educational assistant on the gym stage with the wooden door closed. He was able to join the group when they conducted the physical education class outside. He explains what it feels like to be physically isolated from the rest of the class:

> It's brutal though, because I don't join people. I told my teacher but she said they can't do it, but by the door outside by the gym there is a ramp. They don't want me to! They say it's too dangerous.

Max explains his experience trying to meet the expectations set forth by his physical education teacher.

> I tell her that I can't skip or can't do this, she says try or do it. You know, try your best or something, you know. Sometimes, I get a little fit in my head, as soon as I walk away, tears just drip out of my eyes, not like 'whan whan' but they just drip out of my eyes and I have a little fit. I just can't skip!

Not having access to the facility and the activities of classmates, or having to participate in an activity that only leads to failure resulted in feelings of partial or lack of participation within the physical education class for these participants.

Sport knowledge. Children with physical disabilities are often excluded from, or tend to avoid, 'little league' sports and activity programs due to their mobility issues and

lack of prerequisite skills for involvement. Little league sport and physical activity experiences not only teach children skills, but they teach the rules of the game and the values that go along with the sport. Children who have a late entry into the sporting world may be at a disadvantage without such experience. A child may have developed the skills needed to participate without acquiring the cognitive knowledge about the game that is needed to participate with his or her peers. Max, a grade four student with cerebral palsy experienced this situation within his physical education soccer baseball unit. He was unable to participate in baseball within the community due to his limited arm strength and flexibility and his poor balance. He had also had limited experience with this sport at school. He explains his confusion about force plays:

> Some thing about kickball is that when the kids yell, and I can't hear anything like what the kids are saying or what the teacher is saying, like today. 3rd base was saying you have to go back there and the 2nd base is saying no go there, I yell I am confused ok, one of you speak at a time…It just makes me feel that I am still doing it wrong.

Max not only doesn't know what to do in this situation of force plays but he also expresses confusion and frustration that appear to arise from his lack of familiarity with the very context of sport in our culture. Other children who have experience in the fast paced competitive world of sport may anticipate the impatience that other children show towards Max within this specific situation. Max expects this to be a supportive learning environment where his questions will be answered but the other children want the game to move on. Even if he can perform the physical skills Max lacks the knowledge about the game and about how children behave in competitive situations and thus perceives

himself to be 'screwing up' again. Lack of access to full participation in physical education or sport at a young age can result in additional barriers and limitations for students as they get older because they have not been educated about the rules of the game, as well as the rules of sport generally that exist in society's sport culture. Stated differently, it may not be the disability that leads to the social exclusion or social censure but rather the covariates of disability (lack of experience, lack of education, lack of coaching) that lead to exclusion.

The extent to which lack of specific sport knowledge or skill is a barrier to participation may depend largely on the specific context in which that knowledge or skill is applied. In some integrated contexts competition, rules, and structure may be highly valued and may establish the climate in which activity takes place, while in others cooperation, teamwork and good sportsmanship may be more highly valued. This was evident in one integrated physical education class in particular. Every student was provided with equal opportunity to practice his or her skills including the child with a disability. Perhaps as a result, David had a very positive perception of physical education. The following is his description about what is important in physical education:

> It's just for fun. We think it is important (winning) but it's not, you just want to win, but it's nothing, it's up to you to just think in your brain and not tell anybody…just tell someone that you want to win every time and then they will leave and you don't want them to leave because then you will miss out on a teammate and friends are important…it's important when they cheer and say good job.

It is apparent from this statement and through observing his physical education class that the sport culture within that class is one of teamwork and skill development and not rules and competition.

In contrast, the opposite was true for Jack, who participated in a physical education class that valued rules and doing things the right way. Therefore, Jack, who uses a wheelchair, was excluded from participating if he was not able to conform to the rules. For example, adaptations were not made so that he could achieve full participation in soccer baseball. Instead, he had partial participation in that he had a pinch kicker to kick the ball and then he would wheel around the bases. When asked why he did not throw the ball, he responded: "Because you are not supposed to, it's suppose to be soccer baseball. I could, but I don't think they would let me do it… so I just want to be the same as the other kids." It appears that the sport culture in this class did not accommodate individual differences. Rules appeared to be highly valued. Perhaps the reason Jack did not feel comfortable asking to throw the ball (rather than kick it as the rule demanded) was that going against the values of a culture (the culture of the physical education class environment) would make him appear even more different in an atmosphere that does not value individual differences.

Chapter Five

Discussion

Philosophical Framework

> If I am accepted then I am normal....you know that you are accepted if they are good partners and they choose you to be on their team, because if they don't choose you then they don't like you.
>
> (Julie and Mike)

Wolfensberger (1983) claimed that three conditions should lead to people being 'normalized' within a culture: experiencing a degree of social acceptance that is not below average range; having a culturally normative degree of personal autonomy and choice; having access to the valued experiences and resources of open society much as would be the case for a typical citizen. In his more recent work Wolfensberger (2000) further explains that having social roles that are recognized and appreciated by society will impact the degree to which people themselves are accepted and appreciated.

The participants in this study indicated that they believed social acceptance in the integrated context was contingent upon being skilled and competent. They wanted to demonstrate their competence through their performance in challenging tasks. They recognized that, while they could gain social acceptance in the specialized setting simply by being themselves, exerting effort, and trying hard, to gain social acceptance within the integrated setting they had to be able to participate fully, to demonstrate physical competence, to be competitive with able-bodied peers, and be perceived as being the 'same' or 'normal'. A significant question then, is whether the social acceptance

experienced by these children in specialized sport is enough to offset the lower than average levels of social acceptance they appear to have in the integrated setting. Clearly having some experience of social acceptance (having a friend, participating in conversations with peers) is a positive thing in their lives but the challenges that have to be overcome to attain social acceptance in integrated settings is enormous. The participants explained that acceptance is based on one's ability to achieve the standards and norms set by their peers without disability.

The roles that people fill within a social context, be they positive or negative, affect their perceptions of social acceptance. The specialized sport setting afforded positive relationships and were associated with roles such as athlete and teammate. Negative roles were often assigned to the pre-adolescents within the integrated setting resulting in negative relationships with peers and subsequent low perceptions of acceptance. For example the participants within the study were often identified as being the weakest player, not as good as peers within physical activity, or as the 'worst' player. This resulted in being 'leftover' during the partnering process, being bullied and being called inappropriate names in addition to social isolation and decreased physical competence. Whereas, the positive relationships with teammates in the specialized setting allowed for the participant to develop friendships, have positive partnering experiences in addition to achieving social acceptance and increased perceived physical competence.

The theme of role identity helps to explain the above concept of positive and negative roles. Within the specialized sport setting the participants held many valued roles such as student, full participant, teacher and athlete and as a result they experienced

positive relationships with both peers and instructors. In comparison, the predominant role held within the integrated sport setting was that of child with a disability; posing the question: Is social role valorization context specific or must value be obtained for social roles within all contexts in order for an individual to be valued within society?

Personal autonomy and choice are described by Wolfensberger (1983) as essential components of normalization. This study revealed that specialized sport provided the participants with the opportunity to choose the type of physical activity that appealed to them as well as the setting they would participate in and the people they would participate with. Specialized sport provided a climate that afforded its' participants the opportunity to make decisions about adaptations and to independently choose alternative methods to participating. Participant interviews and observations revealed that choice was characteristic of the specialized setting, yet was limited or did not exist at all within the integrated setting. Autonomy was gained through the acquiring of both sport and social skills, as skills improved it may be that confidence and perceived competence increased as well.

The third condition that should lead to pre-adolescents achieving normalization within culture is having access to the valued experiences typical of their peers without disability. Sport is valued within our society and sport experiences typical of pre-adolescents without disability include: skill development, affirming friendships with teammates within the community, developing a sport identity and attending practices and social outings with peers. The themes of full participation, sameness, partnering and achieving normal experiences help to explain how the participants obtained these typical experiences through their participation within specialized sport. However, these

experiences were not accessible to the majority of the participants within the integrated sport setting. "Differential outcomes of physical activity and sport involvement occur because of variations in the social context" (Taub and Greer, 2000, p. 409). The findings of this study illustrate that access to experiences and resources typical of children and youth without disability by children and youth with disability is not enough if these experiences are not recognized as being important by teachers, peers, the school community and able-bodied sport within the community of the individual with a disability.

According to Wolfensberger's (1983) theory, the three conditions that underlie 'normalization' were met through the participants' perceptions of social acceptance, their opportunities to express personal autonomy and their access to valued experiences. However, these were context specific and it was observed that for the younger participants, the social skills, experiences and self-perceptions obtained within specialized sport did not transfer over to their integrated sport settings. In contrast, the older participants did appear to achieve some transference of their self-perceptions gained from specialized sport to their integrated physical education settings. However, none of the children perceived themselves as being afforded the psychological and social benefits of their able-bodied peers within sport and physical activity. 'Normalization' was still something that the participants felt that they were still trying to achieve. The question arises: Can normalization be achieved across contexts or can normalization only be achieved within an integrated setting?

The findings of this study illustrate that access to experiences and resources typical of children and youth without disability by children and youth with disability is

not enough if these experiences are not recognized as being important by teachers, peers, the school community and able-bodied sport within the community of the individual with a disability. It became obvious that the participants themselves knew that specialized sport was not highly valued or recognized. The participants discussed how being physically competent was highly related to achieving normal experiences. "Normalcy' was equated with being able-bodied and thus one participant enjoyed achieving success within able-bodied sport because that implied he was working at a higher level than his teammates within disability sport thus resulting in the perception of being less disabled, less different and therefore achieving a sense of 'being the same' and 'being normal'. It appeared that the participants felt as if sport success could only be achieved within able-bodied sport. Three of the participants were excellent athletes yet their teachers and classmates did not know about their accomplishments. Being an athlete was not a role assigned to them nor did disability sport appear to be valued by the pre-adolescents' school community.

Wolfensberger (1983) described normalization as the use of culturally valued means in order to enable people to live culturally valued lives. The pre-adolescents interviewed appeared to understand this concept as they strived to achieve normal experiences through sport. Wolfensberger (1983) continues to state that persons devalued by society must be enabled to achieve and maintain valued social roles. Participants within this study wanted to be perceived as competent within physical activities and sport that are perceived as challenging by both them and the able-bodied sport world. Sport is valued within society, however, not all sport is respected equally. For example, hockey in which able-bodied individuals skate on the ice attracts more

respect than that of sledge hockey. This was made evident through the one participant's disappointment of never playing 'Oilers' hockey.

Wolfensberger may be right to claim that there are three conditions that should lead to people being 'normalized' within a culture and perhaps, normalization can only be achieved within an integrated setting. Specialized sport may afford children and youth with all three aspects of normalization; social acceptance, personal autonomy and choice and access to valued experiences and resources, however, children and youth with disability will not receive full psychological benefits of sport participation, nor will they achieve normalization unless society begins to value disability sport such that community sport for children with disabilities gains the same valence in the eyes of children and their instructors as sport generally.

Theoretical Framework

> I am successful when I like it … when I like playing that sport and when the kids are nice to me. (Jack)

What began as an issue of context in this study (integrated and specialized) emerged as an issue of climate, not context per se. Climate appeared to be the most salient factor in children's psychological experiences in physical activity. Ames defines motivational climate as being either performance oriented or mastery oriented. "A mastery oriented climate is concerned with the development of new skills, process of learning and the attainment of mastery is seen as dependent on effort" (Ames and Archer, 1988, p. 260). Feedback within the mastery-oriented climate is based on self-referenced

information. The performance oriented climate values ability and normatively high outcomes and feedback within the performance-oriented climate is based on social comparison. The motivational climate is representative of the psychosocial variables impacting an environment such as amount and style of instruction as well as the emphasis on effort or ability.

The interviews conducted revealed that context was the most salient variable in the participants discussion of their psychological experiences in physical activity participation. While integrated and specialized contexts were clearly at the heart of the design, the climate of these contexts was a major concern across each of the issues that arose spontaneously from each participant. Therefore, the constructs of motivational climate and goal structures were used to understand and interpret the data.

Physical education appeared to have an ego-oriented climate more frequently resulting in maladaptive behaviours by the participants, which may be negatively impacting their social acceptance. For example, participants revealed that low competence and ability within a performance-oriented climate resulted in feelings of frustration causing them to yell back, to bully, to speak rudely to their peers. This behaviour resulted in negative social interactions with peers, leading to low perceived and actual social acceptance.

"Maladaptive motivational patterns occur only when a comparative achievement perspective is accompanied by low perceived ability" (Whitehead, Andrée, & Lee, 2004, pg. 292). When ability is low by virtue of disability and perceived to be low, normative competence cannot be demonstrated and a cyclical pattern can be established: disability leads to inability to achieve the highly valued normative standards, resulting in both

maladaptive behaviour and low perceptions of competence. Pre-adolescents with disabilities are being taught physical education in performance climates that emphasize social comparison and norm-referenced feedback.

Preference for challenging tasks appears to decrease within performance climates. Mistakes are met by disapproval by peers causing the student with a disability to withdraw from difficult performance based tasks. Instead, the pre-adolescents choose secondary roles in games and activities. Findings from a study by Treasure and Roberts (2001) revealed that a strong negative relationship between perceptions of a performance oriented climate and preference for challenging tasks emerged for students in the performance oriented martial arts program. This appears to be true within the integrated setting where performance and thus ability are valued. Withdrawing from difficult tasks negatively impacts skill acquisition, resulting in potential decreases in overall skill development.

Interestingly, participant interviews and observations revealed that the specialized sport settings had uniformly mastery climates regardless of the goal structure of the activity, while the integrated settings were predominantly performance-oriented. Stated differently, the structure of the activity was independent of the climate that is perceived by the pre-adolescent. Ames (1992) and Ames and Ames (1984a) fail to fully distinguish between the structure of an activity and psychological climate in which the activity is experienced (Maehr & Braskamp, 1986). Goal structures (cooperative, competitive and individualistic) frame the relationship between players, and between players and the activity goal. In this study the specialized sport settings were representative of each of these structures: swimming is an individual activity, sledge hockey is both cooperative

and competitive, and tae kwon do is competitive and individual. An activity such as soccer baseball can be seen as a cooperative activity by the participant, such as with Max who describes being on a team this way: "it's like having half an army against half an army" therefore, one must work together with his or her army to overcome the other group and win. Although he understands the activity to be cooperative, he perceives the overall climate to be performance oriented. In Max's experience the teacher allows for the group of highly skilled boys to play all of the key positions such as pitcher and the bases. She also allows for verbal 'putdowns' to occur within the activity. These are two teacher behaviours that have been shown to communicate a performance-oriented climate to children in sport (Treasure & Roberts, 2001). Thus, regardless of the fact that it was a cooperative activity, the climate in which soccer baseball was played was perceived by Max to be performance-oriented. This left Max with low perceived physical competence and low perceived social acceptance, a response that has been documented for other children with disability (Causgrove Dunn, 2003).

The motivational climate was seen to be independent of goal structures in specialized sport also. A mastery climate was perceived within a competitive goal structure such as tae kwon do where participants were working to achieve new belts yet individual effort and accomplishments were perceived to be valued and perceptions of physical competence and social acceptance appeared to be high.

Motivational climate appeared to be a greater influence on the individual's perceptions of competence and acceptance; however, goal structures were shown to be a factor that influences the importance of performance cues, the value of success and failure and the perception of individual differences. "Because different sources of performance

information are salient to students as a function of the goal/reward structure, children who may be similar in achievement can hold markedly discrepant self-views under different reward structures" (Ames & Ames, 1984a, pg. 44). The type of goal structure chosen by a teacher or coach informs the children of the values that are important. However, it is the behavior of the teacher and the other students in the activity that determines the activity climate. Many of the participants thrived in specialized sport settings where effort was rewarded regardless of the goal structure of the activity, however they were unhappy with their experiences in an integrated setting where the demonstration of ability with little effort and meeting normative standards were highly valued even in cooperative and individualistic activities. Within specialized sport the standard for achievement was individual while the group norm was deemed the absolute standard within physical education.

The role of context or climate in which the pre-adolescents with disabilities are participating in has definite implications for the individual's perceptions of physical competence and social acceptance as well as overall enjoyment of the activity. Competence, acceptance and enjoyment are all factors for continued participation within sport and physical activity. Theeboom, DeKnop and Weiss (1995) conducted a study in which two groups of children participating in a martial arts program. One group received instruction within a mastery-oriented climate whereas the other group received instruction within a performance-oriented climate. Findings revealed that the introduction of weapons to the activity in the program was not enough to ensure enjoyment in the program. Participants within the mastery-oriented climate showed more overall enjoyment for the two-week program. Motivational climate thus appears to be a

significant factor in determining whether children and pre-adolescent will receive psychological benefits from participation within a particular setting.

Chapter Six

Summary

It appears that achievement of normalization and valued roles by the participants was dependent on the context and thus the motivational climate in which the individual participated. Based on what Weiss and Duncan (1992) tell us about youth in sport the following conclusions can be made about pre-adolescents with physical disability in sport. Both affiliation (social acceptance) and achievement are important to youth participating in sport. Pre-adolescents with disability appear to achieve these psychological benefits within a specialized sport setting versus an integrated sport setting. Weiss and Duncan (1992) also state that size and salience of a child's peer group increases for children ages 9-14. The participants within this study gained the majority of their meaningful friendships within specialized sport or within their other classes at school. Physical education was not a place where a child formed friendships or perceived social acceptance, in fact, three of the participants explained that even their 'friends' would not partner with them during physical education. Peer comparison was a means for evaluation within the performance-oriented climate of the integrated sport setting, whereas social comparison was not a determinant of perceived competence or social acceptance within the pre-adolescents specialized sport setting. Weiss and Duncan (1992) add that perceived achievement is based on normative skill within youth sport. Findings from the current study on disability sport reveals that while youth perceive achievement based on normative standards within integrated sport they perceive achievement based on individual standards and effort within specialized sport.

Social comparison may not be valued or important because these participants know that they have limitations and they don't strive to be better, just the same. It appeared that the participants have been judged their entire lives, so they understand how it feels to not be skilled. Therefore, all of the participants are adamant that "being better is not important". Social comparison did not appear to be used when the individual was achieving success within sport and physical activity. Stated differently, achieving success and obtaining skills within specialized sport was intrinsically motivating and the participants did not have to be perceived as being better than others. In contrast, social comparison was more prevalent yet not denounced by the participants during situations in which they did not achieve athletic success. For example, during physical education if the participant makes a mistake or is not as efficient at a skill as his or her peers he or she is aware of the perceptions as well as skill levels of his or her classmates. Participants appear to be well aware of whether or not they are performing below the norm.

In conclusion findings reveal that the mastery-oriented motivational climate typical of the specialized sport setting affords the preadolescent with a disability the opportunity to develop sport skills, achieve sport success and affiliation, perceive high levels of physical competence and social acceptance in addition to gaining experiences typical of their able-bodied peers. Although, this may not mean that the pre-adolescent with a disability has achieved complete normalization through their eyes they have gained many psychological and psychosocial benefits not yet afforded to this group of athletes within integrated sport.

Implications for Practice

The current study provides insight into the physical activity experiences of children and youth with disabilities within the physical education setting. It appears that the participants within this study received positive psychological outcomes within specialized sport as a result of the mastery-oriented climate perceived within the specialized settings. On the other hand, the integrated setting did not afford the students with disabilities a physical activity experience typical of their able-bodied peers. The emphasis on social comparison within the performance-oriented climate characteristic of the integrated physical education class resulted in the preadolescents with disabilities having a maladaptive motivational pattern.

The findings of this study have implications for teachers, parents and professionals. Integrated physical activity settings must begin to accommodate all of its participants. Teachers, instructors and professionals should recognize the competitive nature of physical education as a result of the focus on social comparison. It is recommended that teachers adopt a teaching style that promotes a mastery-oriented climate. The focus should be on self-referenced assessment, personal goal settings and individual improvement.

Therefore, integrated sport, specifically integrated physical education classes should not be abandoned. On the contrary, they provide an opportunity for students with disabilities to interact socially with their peers and to experience a wide range of physical activity and sport experiences not yet available within the disability sport community. Integrated sport settings also provide children without disabilities to gain acceptance and awareness of disability sport.

The current study also recognizes the benefits that specialized sport provides students with disabilities. A school acts as the pre-adolescents' main socializing agent and therefore, it is the schools obligation to recognize the accomplishments of all students. Perhaps, providing opportunities for reverse integration such as wheelchair basketball and sledge hockey would allow for both teachers and students without disabilities to develop an appreciation and sense of value for disability sport and those who participate in it. Therefore parents should continue to encourage their children to participate in specialized sport as it has the opportunity to provide their children with physical activity and sport experiences typical of children without disabilities, such as skill acquisition, team atmosphere, individual and group success and optimal challenge. Specialized sport can act as a means for children and youth to gain a positive self-concept. In conclusion, this study illustrates the need for a motivational climate to be conducive for all individuals across both contexts, specialized and integrated.

References

Ames, C. & Ames, R. (1984a). Goal structures and motivation. *The Elementary School Journal, 85* (1), 39-52.

Ames, C. & Archer, J. (1988). Achievement goals in the classroom: Student's learning strategies and motivation processes. *Journal of Educational Psychology, 80* (3), 260-267.

Ames, C. (1992). Achievement goals, motivational climate, and motivational processes. In. G.C. Roberts (Ed), *Motivation in sport and exercise*. Champaign, IL: Human Kinetics, 161-176.

Ames, R. & Ames, C. (1994). *Research motivation in education volume 1: student motivation.* Academic Press, Inc.: Orlando.

Bouffard, M., Watkinson, E.J., Thompson, L., Causgrove Dunn, J. & Romanow. (1996). A test of the activity deficit hypothesis with children with movement difficulties. *Adapted Physical Activity Quarterly, 13,* 61-73.

Castaneda, L. & Sherrill, C. (1999). Family participation in challenger baseball: critical theory perspectives. *Adapted Physical Activity Quarterly, 16,* 372-388.

Causgrove Dunn, J. (2003). Considering Motivation. In R. Steadward, G. Wheeler and E.J. Watkinson (Eds), *Adapted Physical Activity* (pp. 325-344). Champaign, IL: Human Kinetics.

Causgrove Dunn, J. (2000). Goal orientations, perceptions of the motivational climate, and perceived competence of children with movement difficulties. *Adapted Physical Activity Quarterly, 17,* 1-19.

Cresswell, J.W. (1998). Qualitative inquiry and research design: Choosing among five traditions. : Thousand Oaks: SAGE Publications.

DePauw, K. (2000). Social-cultural context of disability implications for scientific inquiry and professional preparation. *Quest, 52*, 358-368.

Dweck, C.S. (1986). Motivational processes affecting learning. *American Psychologist, 41*, 1040-1048.

Evans, T. & Roberts, G.C. (1987). Physical competence and the development of children's peer relations. *Quest, 39*, 23-35.

Feldman, M.S. (1995). *Strategies for interpreting qualitative data.* Thousand Oaks. CA: Sage Publications.

Gibbons, S. & Bushakra, F. (1989). Effects of Special Olympics participation on the perceived competence and social acceptance of mentally retarded children. *Adapted Physical Activity Quarterly, 6*, 40-51.

Gingras, R. (2002). *Community active living programming for persons with disability.* Community Active Living Programming.

Goodwin, D. & Watkinson, J. (2000). Inclusive physical education from the perspective of students with physical disabilities. *Adapted Physical Activity Quarterly, 17*, 144-160.

Harter, S. (1999). *The construction of the self.* The Guliford Press: New York.

Harter, S. (1984). *Manual for the self-perception profile for children: Revision of the Perceived Competence Scale for Children.* Denver, Co: University of Denver.

Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development, 21*, 34-64.

Heal, L. & Sigelman, C. (1995). Response biases in interviews of individuals with limited mental ability. *Journal of Intellectual Disability Research, 39* (4), 331-340.

Hutzler, Y., Fliess, O., & Chacham, A. (2002). Perspectives of children with physical disabilities on inclusion and empowerment: supporting and limiting factors. *Adapted Physical Activity Quarterly, 19*, 300-317.

Hutzler, Y. & Sherrill, C. (1999). *Disability, physical activity, psychological well-being and empowerment: a life-span perspective* In Lidor, R. & Bar Eli, M. (Eds.) Sport Psychology: Linking Theory and Practice. Fitness Info Technology: Morgantown, WV.

Klint, K.A. & Weiss, M.R. (1987). Perceived competence and motives for participating in youth sports: A test of Harter's competence motivation theory. *Journal of Sport Psychology, 9*, 55-65.

Lundin, R., Walhout, C. & Thiselton, A.C. (1999). The promise of hermeneutics. Michigan: William B. Eerdmans Publishing Company.

McPherson, G., Wheeler, G. & Foster, S. (2003). Socio-political influences on - adapted physical activity (p 75-95) . In Steadward, R., Wheeler, G. & Watkinson, E.J. Adapted Physical Activity. University of Alberta Press: Edmonton.

Maehr, M. & Braskamp, L. (1986). The motivation factor: A theory of personal investment. [Authored Book] *Lexington, MA, England: Lexington Books/D. C. Heath and Com.*

Nicholls, J.G. (1989). *The competitive ethos and democratic education.* Cambridge, MA: Harvard University Press.

Ninot, G., Bilard, J., Delignieres, D. & Sokolowski, M. (2000). Effects of integrated sport participation on perceived competence for adolescents with mental retardation. *Adapted Physical Activity Quarterly, 17,* 208-221.

Nixon, H. (1989). Integration of disabled people in mainstream sports: case study of a partially sighted child. *Adapted Physical Activity Quarterly, 6,* 17-31.

Pensgaard, A.M. & Sorensen, M. (2002). Empowerment through the sport context: a model to guide research for individuals with disability. *Adapted Physical Activity Quarterly, 19,* 48-67.

Place, K. & Hodge, S. (2001). Social inclusion of students with physical disabilities in general physical education: a behavioural analysis. *Adapted Physical Activity Quarterly, 18,* 389-404.

Scholtes, V., Vermeer, A. and Meek, G. (2002). Measuring perceived competence and social acceptance in children with cerebral palsy. *European Journal of Special Needs Education, 17* (1), 77-87.

Shogan, D. (1998). The social construction of disability: the impact of statistics and technology. *Adapted Physical Activity Quarterly, 15* (3), 269-277.

Slife, B.D. & Williams, R.N. (1995). Assumptions and understanding behavioral science. London: SAGE Publications.

Solmon, M. (1996). Impact of motivational climate on students' behaviours and perceptions in a physical education setting. *Journal of Educational Psychology, 88* (4), 731-738.

Stainback, S., & Stainback, W. (1990). Inclusive schooling. In W. Stainback and S. Stainback (Eds.), *Support networks for inclusive schooling* (pp. 3-24). Baltimore: Paul H. Brookes.

Taub, D. & Greer, K. (2000). Physical activity as a normalizing experience for school-age children with physical disabilities. *Journal of Sport & Social Issues, 24* (4), 395-414.

Theeboom, M., De Knop, P. & Weiss, M. (1995). Motivational climate, psychological responses, and motor skill development in children's sport: A field-based intervention study. *Journal of Sport and Exercise Psychology, 17,* 294-311.

Treasure, D. & Roberts, G. (2001). Students' perceptions of the motivational climate, achievement beliefs, and satisfaction in physical education. *Research Quarterly for Exercise and Sport, 72* (2), 165-175.

Weiss, M.R., Ebbeck, V. and Horn, T.S. (1997). Children's self-perceptions and sources of physical competence information: A cluster analysis. *Journal of Sport and Exercise Psychology, 19,* 52-70.

Weiss, M.R. & Duncan, S. (1992). The relationship between physical competence and peer acceptance in the context of children's sports participation. *Journal of Sport & Exercise Psychology, 14,* 177-191.

Whitehead, J., Andrée, K. & Lee, M. (2003). Achievement perspectives and perceived ability: how far do interactions generalize in youth sport? *Psychology of Sport and Exercise, 5,* 291-317.

Wolfensberger, W. (1983). PASSING: Normalization Criteria and Ratings Manual (2nd edition). Canadian National Institute on Mental Retardation.

Wolfensberger, W. (2000). A brief overview of social role valorization. *Mental Retardation, 38* (2), 105-123.

Appendix A

Title of Project:	Pre-adolescents' Perceptions about their Experiences in Disability Sport
Principal Investigator:	Karen Robinson, MA candidate, Physical Education & Recreation, University of Alberta, 492- 2679
Supervisor	Jane Watkinson, PhD, Physical Education & Recreation, University of Alberta, 492-2163

Dear Parent:

Your son or daughter is invited to participate in a research project that will help us to better understand the feelings youth with physical disabilities have about their participation in specialized (or 'segregated') sport settings. Children and youth with disabilities flock to so-called 'segregated' activity options such as Wheelchair basketball, adapted tae kwon do and Sledge Hockey. Why does this occur? What do adolescents with disability seek from these experiences? Is it possible that specialized or segregated sport settings provide a positive environment for these participants after all?

Your son or daughter will be asked to participate in two interviews with the researcher. Prior to the interviews the researcher will observe the specialized and integrated physical activity setting, in which the pre-adolescent participates in order to gain an understanding of the program. The interviews will last about 30 minutes. One of the interviews will take place immediately before or after your child's participation in the Paralympics Sport Association (PSA) program and the second interview will take place after your child's participation in physical education or after his or her participation in a community-based integrated sport program. Interviews will take place in a quiet area within the same building as the physical activity program. Only the interviewer will be present. The interviewer will ask a series of questions about physical activity experiences. The interviewer will audiotape the interview to ensure that all of the information is recorded.

Risks and benefits: Your son or daughter will be supervised at all times during the interview. The risk of harm will be no greater than during any other team meeting. The knowledge we gain will help us to understand specialized sport experiences. Although it is unlikely that the questions will make the pre-adolescent upset, should the participants feel that they would like to discuss issues raised in the interview, they will be directed to the Paralympics Sport Association. Your son or daughter will have the opportunity to participate in a university research study and share their thoughts and ideas about their physical activity experiences.

Confidentiality: All the information that we obtain about your son or daughter is confidential. We will store all of the information and audiotapes in a locked storage cabinet. Only the investigators and their research staff will have access to the information. Information is normally kept for 5 years after it has been published, after

which it will be destroyed. We will not publish any information that could identify your child or your family. We may look at this information again in the future but will get approval from the ethics board first.

Free to withdraw: Your son or daughter will be asked to verbally agree to participate in the study and will have the option to sign the consent form. You and your son or daughter is free to refuse to take part in this study. Your son or daughter is free to refuse to answer any questions or participate in the interview. He or she is free to withdraw from the study at any time. If your child decides to withdraw from the study, his or her information will be removed from the study upon your request. Refusal or withdrawal will not affect your child's opportunities to participate in Paralympics Sport Association programs, or opportunities to participate in future research.

Additional Contacts: If you have any concerns about this study, you may contact Dr. Brian Maraj, Chair of the Faculty Ethics Committee, at 492-5910. Dr. Maraj has no direct involvement with this project.

Thank-you for considering taking part in this study.

Sincerely,

Karen Robinson
Faculty of Physical Education & Recreation
University of Alberta

Appendix B

Consent Form

Title of Project: Pre-adolescents' Perceptions About their Experiences in Disability Sport
Principal Investigator: Karen Robinson, MA candidate University of Alberta,
Supervisor: Jane Watkinson,PhD, University of Alberta,

Do you understand that you have been asked to be in a research study?	Yes	No
Have you read and received a copy of the attached information Sheet?	Yes	No
Do you understand the benefits and risks involved in taking part in this research study?	Yes	No
Have you had an opportunity to ask questions and discuss this study?	Yes	No
Do you understand that you are free to refuse to participate, or to withdraw from the study at any time, without consequence, and that your information will be withdrawn at your request?	Yes	No
Do you understand that the interview will be audio taped and will be reviewed only by the research team and that all tapes will be kept in a locked cabinet?	Yes	No

I agree to allow my child take part in this study.

Signature of Parent/Guardian	Date	Witness
Printed Name of Parent/ Guardian		Printed Name of Witness
Child's Signature (optional)	Date	
Printed Name of Child		

I believe that the person signing this form understands what is involved in the study and voluntarily agrees to participate.

Signature of Investigator	Date

Appendix C

Participant Information Sheet

Participant

Name: _____ Date of birth: _____

PSA Sport(s): 1. _____
2. _____

Other community sport programs: (please note if they are integrated or segregated)
1. _____
2. _____

Started Participating in PSA: _____
(year)

School: _____ Grade: _____

School District:

( ) Edmonton Public ( ) Elk Island Public (Sherwood Park and area)

( ) Edmonton Catholic ( ) St. Albert Protestant

Physical Education Teacher: _____

Parents/Guardians

Name: _____

Phone: _____ _____
(home) (work)

Appendix D

Interview Checklist

Check the box for each of the following criteria if fulfilled in the interview.

Categories: 1) Expectations 2) Rapport 3) Questioning 4) Attention

5) Anxiety 6) Communication

1) Expectations

- ❑ Explain why interviewer is video recording and not taking during the interview.
- ❑ Assure respondents of absolute confidentiality before beginning the interview.
- ❑ Explain the purpose of the interview
- ❑ Was the description of the interview free from evaluative content?
- ❑ Provide children with proper expectations of their role.
- ❑ Explain the role of the interviewer at the outset of the interview.
- ❑ Identify the activities in which the interviewer will engage during the interview session.
- ❑ Explain to child that they were not singled (e.g. poor academic performance) but that all (or most) children in the class are being interviewed.
- ❑ Explain the potential benefits of the study to the respondents.

2) Rapport

- Establish good rapport with the child.
- Build rapport by engaging in small talk before beginning the interview, using everyday conversational style.
- Begin with an easy task.
- Put the child in the role of the expert.
- Child seemed comfortable with the interviewer.
- Display warmth and support.

3) Questioning

- Encourage effort.
- Encourage verbalization
- Pose questions that are clear and meaningful to the respondent.
- Ask questions that contain only a single idea.
- Rephrase the question.
- In phrasing questions, specify the frame of reference you want the respondent to use in answering the question.
- Repeat and review tasks.
- Probe unclear responses.
- Help the child to introspect.
- Ask the fundamental question.

- Avoid leading questions.
- Avoid unnecessary corrections and teaching.
- Explore interesting leads.
- Encourage the child's way of solving problems.
- Do not hint- either by specific comment, tone of voice, or non-verbal cues such as shaking the head at preferred or expected responses to a particular question.
- Avoid talking too much.
- Remain silent when necessary.
- Do not ask many closed form questions in succession.
- Do not change interview topics too often.
- Avoid contradicting or appearing to cross-examine the respondent.
- Save complex or controversial questions for the latter part of the interview after rapport has been established.

4) Attention

- Prepare specific tasks in which the child can engage.
- Use theoretically meaningful tasks.
- Vary the task when necessary.
- Did the interviewer attract and maintain the interest and attention of the young children using, for example, cartoon drawings.

- Children engaged in other tasks besides the interview, such as play, can provide inaccurate information since their attention to the question is reduced, which affects the reliability of the interview.
- Adapt to child's developmental characteristics
    - Limited attention span
    - Language skills

5) Anxiety

- Monitor affect.
- Observe key aspects of the child's behaviour.
- Show "clinical sensitivity" to the individual.
- Did interviewer make steps to avoid periods of silence? For example, "that's kind of a hard question to think about right now."
- If a respondent seems threatened by a specific topic, move on to another one. try returning to the topic later, with different phrasing.
- When posing threatening or sensitive questions, ask the respondent about the behaviour of friends as well as about the respondent's own behaviour.

6) Communication

Communication skills are helpful in building rapport and eliciting cooperation from the child. Which of the following were used by the interviewer.

- Acknowledgement: A verbal or nonverbal behaviour that has little or no manifest content.
- Descriptive statement: A non-evaluative comment that describes the present situation.
- Reflective statement: A statement that repeats what the child has said.
- Praise statement: A statement that expresses explicit positive evaluation.
- Question: an expression of inquiry made to elicit information. Open ended or closed ended.
- Command: An instruction in declarative form.
- Summary statement: a condensed reiteration of preceding content.
- Critical statement (to be avoided): A statement that expresses disapproval.

Appendix E

Specialized Sport Setting Interview Guide

** Please note that the actual specialized sport activity that the child is participating in will be referred to and not the term 'Specialized Sport'. This will vary somewhat depending on the child. Therefore, the term specialized sport has been used within the questions.

Introduction: Tell me about your last time at *specialized sport.*

General Questions

1. Why do you participate in *specialized sport*? or What are the reasons you participate in *specialized sport?*
2. What is really great about being involved in *specialized sport*?
3. What really bugs you about being involved in *specialized sport?*
4. What kind of opportunities do you have because you participate in *specialized sport*?
    1) Things do you do
5. What types of opportunities/experiences would you like to have in sport that you don't already have?
    1) Different types of sport
    2) Anything that your friends at school might get to do with their sport teams that you would like to do?

I know a (boy or girl) who has (name disability and a few characteristics of that child) and (he or she) is joining (specialized sport) for the first time, and (he or she) wants to know how (he or she) will feel when he participates with all of the other kids in PSA who have a disability. What would you tell him?

Questions Probing at Inclusiveness

1. What is it about *specialized sport* that is challenging/ difficult?
    a. Is this good or bad?
2. What are you expected (asked) to do at *specialized sport*?
    a. Which activity, specialized sport or your phys-ed class demands more from you?
    b. How do you feel about that?
3. Is there anything that you have learned at *specialized sport* that you now do outside of *specialized sport?*
4. Does your disability prevent you from participating in any activities within your *specialized sport*?
5. What does it mean to you to be included?
6. Do you feel included in your *specialized sport*?

Goal Orientations

1) How do you know if you are playing well? (rank them)
    a if you try very hard

a. if you are very skilled

b. if you are better than lots of other people

c. if someone (coach/player/parent) tells you

2) How do you know if you are not playing well?

a. if you don't try very hard

b. if you are not very skilled

c. if you are not as good as lots of other people

d. if someone (coach/player/parent) tells you

3) If you could choose an activity, would you choose one that was very competitive, a little competitive or recreational but you still care about winning or just for fun?

4) When do you feel most successful in sport?

Social Acceptance

3) How important to you is making friends at your *specialized sport*?

a) What makes he or she your friend?

4) How do you know if someone accepts you?

5) Who would you like to receive the most praise from?

a) coach b) parent(s) c) teammate(s) d) other family members

Perceived Physical Competence

1) How confident are you that you can keep up to your teammates?

2) In *specialized sport* do you feel that you are just as good as your teammates, not as good or better than your teammates? Why?
3) Rate your skill level on a score of 1-10 with 10 being very good. How did you come up with that score?

How does participating with other children with disabilities make you feel?

**Additional questions may be asked based on the researcher's observations.

Appendix F

Integrated Sport Setting Interview Guide

** Please note that the actual specialized sport activity that the child is participating in will be referred to and not the term 'Specialized Sport'. This will vary somewhat depending on the child. Therefore, the term specialized sport has been used within the questions.

Introduction: Tell me about the (phys-ed) class that you just had.

General Questions

6. What is really great about being involved in physical education?
7. What really bugs you about being involved in physical education?

I know a (boy or girl) who has (name disability and a few characteristics of that child) and (he or she) is starting a regular physical education class for the first time, and (he or she) wants to know how (he or she) will feel when (he or she) participates with all of the other kids who don't have a disability. What would you tell (him or her)?

Questions Probing at Inclusiveness

1. What is it about physical education that is challenging/difficult?
    a. Is this good or bad?
2. What are you expected (asked) to do during physical education?

3. Which activity *specialized sport* or physical education demands more from you?
    a. How does that make you feel?
4. Can you tell me about a time when you had to participate in a different activity than the rest of your classmates in your phys-ed class?
    a. How did that make you feel?
5. Is there anything that you have learned in phys-ed that you now do outside of your phys-ed class?
6. If you have to do an activity that is different from your classmates due to your disability who decides what you will do?
    a. What do you usually do?

Goal Orientations

1) How do you know if you are doing a good job in physical education? (rank)
    a if you try very hard
    b. if you are very skilled
    c. if you are better than lots of other people
    d. if someone (coach/player/parent) tells you

2) How do you know if you are not playing well in phys-ed?
    a. if you don't try very hard
    b. if you are not very skilled
    e. if you are not as good as lots of other people
    d. if someone (coach/player/parent) tells you

3) If you could choose an activity, would you choose one that was very competitive, a little competitive or recreational but you still care about winning or just for fun?

4) When do you feel most successful in phys-ed?

Social Acceptance

1) How important to you is making friends in your phys-ed class?

a) What makes he or she your friend?

2) How do you know if someone accepts you?

3) Who would you like to receive the most praise from:

a) Teacher b) parent(s) c) classmates d) other family members

Perceived Physical Competence

1) How confident are you that you can 'keep' up to your classmates in physical education?

2) In phys-ed do you feel that you are just as good as your classmates, not as good, or better than your classmates?

3) How would you rate your skill level on a score from 1-10 with 10 being very good? How did you come up with that score?

How does participating with children without disabilities make you feel?

**Additional questions may be asked based on the researcher's observations.

Appendix G

Participant Grids

Field Notes for Max from specialized sport setting interview on February 28, 2004

Max has Cerebral Palsy. He is ambulatory, however, he walks with his knees together and on his left tipy toe. Max is pretty outspoken and has lots of energy. At tae kwon do, he often has to be spoken to about staying on task. During the interview however, he was very candid with me, sharing some pretty personal things.

Max had lots of stories at the beginning about being Bullied and he acted out lots of soccer plays, so the interview went pretty long, so the end was a bit rushed because I had to fit in the other kids.

Observation of Max during his physical education class on May 14, 2004

Max is in an integrated grade four class at Laurier Heights School. He has diplegic cerebral palsy. He has almost full control of his arms and hands, mild motor control problems. He walks with a limp and off-balance gait, making it difficult to run fast and maintain his balance during some activities such as kicking. Max's class went outside to play kickball. Max's teacher Mrs. R. informed me that Max has been getting better at kickball and his teammates have been really great at cheering him on. She also stated that sometimes she believed Max plays the 'poor me' card too often and expects the kids to always cheer for him.

The teams were pre-assigned and it appeared that it was one continuous game over a few phys-ed periods. Max was the last one to reach the field, because it took him a bit longer to change his shoes. He also cannot run as fast as the other kids. The game itself was a bit disorganized, there was not one set of rules or explanations set out to the group. Therefore, kids who were not familiar with baseball were confused about different rules, such as fly balls that are caught, tagging up and force plays. Max was one of the students who were confused. At one point he yelled to a group of boys yelling at him to get running, "I don't understand, just help me!" He definitely was not the only one who was confused by the commotion. A handful of boys (5) were quite controlling and very emotional over mistakes made by their team.

Max had a couple great kicks, which got him to first base. His teammates were very helpful and encouraging. Max made it home when another boy had a really far kick. Max had to run really fast and his team was cheering so loudly and he was safe and everyone gave him and the other girl who made it home a high five. Max was really excited about that and during the interview he referred to it as getting a home run.
In the field Max always went out quickly to his position. He was usually the first one in the field. He always played center field, but close to second base (a deep short-stop). The other kids would fight over positions for first and third base and pitcher. Max never got the ball while he was in the field. He definitely was not alone; only a handful of students fielded the ball.

Max talked to a few of the kids on the bench, but more in the form of cheering or in congratulations. He did not appear to have a close friend on his team. The girls were friendlier to him than the boys.

Male Participant (Max): Specialized Setting

Most Dominant Situation	Feeling/Reaction	Positive Component	Negative Component	Context
Being bullied	Scared, mad. "So I just went and watched T.V." "(Mom) signed me up for tae kwon do."	PSA was an option to teach participant about self-defence		Free play School recess
Doing Skills at tae kwon do	"It's a good workout, like I have been having problems with my legs, my feet have hurting, but the workouts have made my legs tight and stronger." "Don't have to worry about not being able to do stuff."	Avenue for fitness and muscle strengthening (health benefits). Full participation		PSA tae kwon do PSA tae kwon do
Play or try new sports. "Hockey, but I can't skate. I also want to play handball and tennis and basketball and baseball."	(Don't play) "because I don't have good balance."		Not all encompassing	
Participating with other kids with disabilities.	"Fun, enjoyable and just do the best that you can… you just try and you are fine."	Emphasis = effort		Specialized Sport

Challenging skills	(Feel)… "fine, because sometimes Lynn and Corey use the wall, but if they don't no one cares if I am a bit slower."	Optimal challenge		PSA tae kwon do
"Having to go to the wall to hold on to the bar to do kicks." ("It keeps my balance.")	"Fine, it doesn't matter."	Adaptations are easily made and socially accepted.		PSA tae kwon do
"Having to take a break." (SS) "I have been having problems with my legs and so sometimes I have to sit down and take a rest."	"Means people are nice to you." "I taught him to be a good player and like we pretend we are one person, like he is the upper body and I am the legs…"			
To be included.	"He doesn't pick on me or bully me."	Opportunity to take on many roles i.e. friend, teacher, Feelings of acceptance and worth.		PSA Soccer
To have a good friend	"Because I like to try hard and do my best and I want to win a medal… my brother has medals from judo and I don't have my own medal yet."			

"Choosing an activity that is competitive."	"If I tried my best, because if I do my best then I can do it."	Opportunity to gain some experiences as able bodied siblings.		Soccer or tae kwon do are places where he could win a medal.
Feeling/achieving success in sport.	"They come over to you and talk to you and be your partner."	Effort equates success. Coaches attitude and philosophy.		PSA
Being accepted at tae kwon do.	"A parent and my family… like my mom and dad and brother and sister… and I am proud of me."	The participant was able to list off people he partners with, they choose him and he chooses them.	Accept for John at soccer the rest of his friends from PSA go to different schools	PSA tae kwon do
Being praised (the people who he'd want to praise him most).	"Oh ya, ok… I am sure."	Opportunity for parents/family to see athletic success because he is very unlikely to make a 'school team'.		PSA
Keeping up with teammates. Do the same things that they can do.	"Sometimes I mix up the punches and stuff."	Opportunity to be equal.		PSA tae kwon do
Not being as good as your teammates.	"10… because I should still get a 10 and I am still pretty good."	Related feelings of not being good to skills and not the other students reactions.	Still have your physical skills on display	PSA tae kwon do
Rating your skills level in tae kwon do.	"At tae kwon do or soccer they don't yell at me or get me in	High level of perceived competence		PSA tae kwon do

	trouble. But they don't yell at me and they feel joyful that I got my yellow belt, or green stripe or something."			
Participating with kids with disabilities (from IS interview)	"I want to be in Lynn's group but I have to be in the other group. It makes me feel included but in between included and no included, included in half and no included in this half." "Like I feel included but not in what is going on in Lynn's line."	Teammates celebrate his successes. Free to make mistakes, which is about the learning process		PSA
Feeling included (from IS)		Opportunity to socialize. To have a close friend and want to 'know what is going on.'		

Male Participant (Max): Integrated Setting

Most Dominant Situation	Feeling/Reaction	Positive Component	Negative Component	Context
Achieving athletic success. "I was playing kickball, and well I got a homerun, my first homerun in the year."	"Made me feel proud and just joyful and happy."	Success seems so much greater in this context because kids appear to have overcome so much more to be successful.	The enthusiasm is very conditional.	PE – The participant got all the way home. He did not 'hit/kick' a HR however.
Having people cheer for you	"My teammates were all happy and screaming for me and saying yeah, yeah!"	Opportunity to receive praise and support.	Support is conditional on achievement	PE – Kickball.
Being aware of weaknesses	"I can't do skipping I can't skip right, I can't dribble balls well I can but I an not very good at basketball so, and um, well, I am not very good at paddle bats."	Provides a variety of sports	Participants often learn 'able bodied sports' with no special instruction, adaptations and at the same pace as their peers. Often they don't have the pre-requisite skills such as balance	PE – With general educator.
Choosing a secondary role in the game "playing out field."	"I am not very food at pitching, I roll the ball and it goes off course and then it goes out field and people get mad at me… the kids would yell at me. It would take me forever to get it right."		Being yelled at by peers discourages students with physical disabilities from continuing to try more difficult skills.	Kickball.

Importance of PE	"That you have fun and you join in the game your teacher lets you play and um whatever you do, if you make a mistake you still feel proud of yourself." "Kids get their muscles built up and they get lots of calcium and they get lots of exercise and un and ah well and they have fun."	Participation. Health benefits	Lack of proper instruction.	PE
Not making a mistake (afraid of failure)	"Whenever I think that I am doing something right, I do it wrong and the kids started yelling at me and getting mad at me and I don't like it because then I get scared and embarrassed and scared that they are going to start beating on me and that's why I don't want to pitcher, because I do everything wrong."		Lack of proper instruction. Feelings of embarrassment and scared. 'Emotionally unsafe' environment. Promotes avoidance behaviour.	PE
Lack of understanding of the rules	"When I play helicopter, well I am very good at helicopter but sometimes like the kids they just get mad and I	Opportunity to try new sports.	Limited explanation of rules or concepts of the game. Often kids	PE – Skipping and kickball.

	don't know the reason why." "Something about kickball is that when the kids yell, and I can't hear anything like what the kids are saying or what the teacher is saying like today, Ryan was saying you have to go back there and the second base is saying no go there, I yell I am confused ok, one of you speak at a time…"		who have had limited experience in sport have a disadvantage because they are expected to know rules without being taught. This may be especially true for kids with disabilities,	
Participating with able-bodied kids	"It makes me feel scared, kinda this feeling where um it's in between nervous and scared, but it makes me feel like that because I think ah I am on this team and this is where some of the mad people are, because mostly everybody gets mad at me… what if I do something wrong that person is going to get mad again."		Skill performance especially in a competitive environment promotes anxiety.	Team sports in PE.
Trying things that are hard	"I think should I bunt it and then I		Participation (getting to run	Kickball.

(skipping/kickball)	think on don't because the teacher said no bunting and then I get nervous because I think when I kick the ball it is going to go that way… and I won't get a chance to get to first base and I will be out on the first turn."		the bases) is dependent on skill level.	
Being told to keep trying a difficult skill without and instruction	"Sometimes I get a little fit in my head, as soon as I walk away, tears just drip out of my eyes, not like 'whan whan' but they just drip out of my eyes and I have a fit."		Instruction is not individualized. Skills are not taught, Adaptations are not made.	Skipping in PE
Choosing a partner	"No one they never want to be with me." "No one ever in gym want to be with me."		Is forced to do all of the asking.	PE
Being the "left over"	"It makes me feel sad and left out and it makes me see that I am being bullied and I don't like it and like when people take a ball away from me and they don't give it back I get mad."		Feelings of social isolation.	PE – 'Waiting time.'

Being rewarded for athletic achievement through social interaction.	"I make a homerun they start chatting with me, but I don't chat back because its like they never chat with me and it like why are you chatting with me, you never chat with me. It makes me feel annoyed because its like a back stabber, he is all of a sudden my friend and then he doesn't want to be my friend and once I make a homerun he wants to be my friend again."		Social acceptance is conditional. Based on athletic achievement.	PE – Kickball
Trying to be 'normal'	"I don't want to be better than anyone, I just want to be the same as everyone. I am always last and always worst then everyone, for once I just want to be normal and if I was normal the I could be better, its like a chain, worst evolves into normal, like I walk bad, but when people are normal they can evolve into better people."	Opportunity to 'play' with able-bodied kids.	Poorly constructed sport programs often result in even greater feelings of low physical competence and feeling of inadequacy.	PE

	"I am always the same thing and people get mad at me."			

Competitive games	"I like very very competitive." Well not skipping, I would pick soccer, because it's a sport and I really really like it."	Opportunity for competition	Competition not always positive	PE
Making friends	"I have one friend Spencer, he is on the other team, so I have to be nice to him when I am on first base, so I say hi Spencer and he says hi. He is really nice to me, even though he is on the other team, he says I hope you make it."	Opportunity to form friendships with able-bodied kids in a sport context.	Spenser still does not choose the participant to be his partner, he chooses a more skilled boy.	PE
Fitting in	"It means they'd treat me like I am a normal person and they treat me with respect, like what goes around comes around. If I treat them with no respect then they will treat me with no respect."	Chance to fit in	PE can be a harder context to 'fit in' due to the performance element.	
Feeling included in PE	"Cause in gym class there is ½ of the class on my team, and they are cheerful for me, it's like a whole army of soldiers against	Opportunity to be a part of a team		Kickball

	one guy and he doesn't win, but with ½ against ½ they can clash and the good ½ can win."			
Being able to keep up with able-bodied peers.	"Um, well I can't, well some things I can't do like they can do, but I can kick the balls and I can run fast like them and I can't climb the monkey bars and I can't skip."		Skill development gets lost because kids with physical disability are trying to do skills suitable to kids without a disability.	PE and recess.
Feeling not as good as classmates	"People make fun of me because I can't walk as good and I trip a lot and they don't trip as much as me, and they don't have to have these special things like braces on their feet, that really hurt…"		Differences are obvious, for example physical limitations.	
Learning new skills (was shown how to run, 'L' shaped arms).	"… he runs with his arms like this (L shape) and so I run like that now. I figured that out so now I joined soccer (PSA)."	Gives an avenue to show skills that he has learned at PSA.		Daycare

Rating of skill	"8… cause I can't skip, I can play helicopter, I can't dribble the ball very well and I can't play basketball, so that is 2 things so 10 take away 2 is 8, its like that… it is like subtracting sports."	Multiple sport opportunities.	Limited quality instruction.	

Field Notes and Observation for Colin

Field Notes for Colin on February 28 (Specialized Sport Setting) Colin is fourteen and in grade nine. He is in both sledge hockey and tae kwon do. He is the most skilled at tae kwon do and is very helpful with the other kids, especially in teaching them punsey's.

Colin seamed a bit nervous, because I felt that he thought that he needed to give a well thought out articulate response to each question. Colin is very mature and is well respected and liked by the other kids.

Observation for Colin's Physical Education Class

Colin's phys-ed class at Ritchie Junior High School was a grade nine co-ed class. The first day of the rugby unit was scheduled, however the coach did not show up. The students were then given a choice, they could choose either basketball outside (it was a cool day) or badminton inside. The teacher Mr. C. was inside playing badminton. Basically, it was a free activity period, no instruction. Colin chose basketball outside and went over to a hoop where there was one other boy. Colin did not have a ball with him, so he waited under the basket for a little bit then motioned to the boy Adam, who shot two more times and then passed the ball. They then took turns shooting and joking with each other. Adam was very encouraging and at one point told Corey that he could move closer to the basket. After a while the basketball group became restless. The group consisted of all boys and one girl who was dancing around and chasing the boys and doing peculiar stretches. A couple of boys were doing shooting 'trick shots'. A couple of the boys who were playing a game of basketball came over to where Adam and Colin

were and started stealing the ball and shooting. Adam joined them and Colin heckled with them for a bit and came over to chat with me. I encouraged him to keep playing with his friends.

While a few of the boys were shooting 'trick shots' Colin cheered and heckled. One boy (a popular boy) looked annoyed, but answered Colin anyway. Colin seemed to have a place shooting hoops with Adam and Adam was a pretty skilled shooter and seemed to have a good rapport with the 'popular guys'. There was one boy who was at a hoop by himself shooting hoops and no one went over to talk to him or play with him during the entire period.

Colin used his wheelchair for this class. He changed his clothes and had a really great rapport with his teacher. Today's class was very unstructured and resembled recess to some degree. The way the school is structured, there are four subject area groupings, so students are with different classmates for the different subject areas.

As a result of the unstructured environment I had a lot of opportunity to chat with Colin informally in the morning. So I learned about how the school was structured and I got to know if much better. I feel that the interview that followed was much more candid and relaxed and Colin didn't feel as if he needed to provide me with the 'right' answer. That was so much the case with the first interview.

Male Participant 2 (Colin) Specialized Setting

Most Dominant Situation	Feeling/Reaction	Positive Component	Negative Component	Context
Reasons for participating in PSA	"because its fun and for recreation and its quite challenging"…"ya learning the different drills for hockey…like how to lift the puck" "Well you get to meet new people and it lets me get out 4 times a week"	Optimal Challenge. Opportunity for social outings. Social acceptance. Different programs (different people and many nights out).		PSA sledge hockey PSA: - sledge hockey - tae kwon do - curling - teen group
Traveling with the team	"went to Ontario for sledge hockey…that was cool"	Opportunity for travel. Competitive sport opportunities.		PSA sledge hockey
Participating with other kids with disabilities	"At first I felt shy, but then I was comfortable …you just get to know everyone and people don't care if you walk with canes or anything." "It feels good. You don't have to worry about anything … like fitting in or figuring out how to make something work so you can do it too. It is just	Accepted socially. Kids share the same experiences (i.e. physical limitations and use assistive devices). Idea of starting out as 'normal'.		PSA programs

	easier.			
Challenging tasks	"Well tae kwon do the movements are hard … it's my first year… you have to remember all the moves for the punseys" "(Sledge hockey) the drills and lifting the puck, there are lots of things to work on."	Opportunity for skill development. Achieve success on challenging tasks.		PSA
Phys-ed being more difficult than PSA	"Gym is most difficult… it just takes more to get used to … sometimes it just takes a lot to get involved." "like to do some of the things that the other kids are doing"	Full participation is more automatic in specialized sport settings.		PSA versus phys-ed.
Participating in any activities in PSA	"My disability doesn't prevent me from participating in PSA … not at all … its great."	Full participation. Access to adaptations.		PSA.
Being included.	"it means… getting along with others and fitting in … definitely (feel included in PSA)"	Unconditional acceptance (based on how you treat people).		PSA
Choosing competition	"… it depends, I would choose competitive if we were playing sledge hockey against a team with disabilities … because other people with disabilities know how to play and	Train as athletes. Opportunity for healthy and fair competition.		Sledge hockey.

	train like we do, so then it is good to want to win."			
Feeling Successful	"You are successful when you try really hard and listen to your coach … you just have to work hard in practice."	Hard work equates success.		
Making friends	"… very important, it is good to get out and meet new people" "(you are accepted if)they eat lunch with you at school or go to a movie with you and just spend time with you"	Opportunity for friendships and social relationships.	Not always other kids your age. Most kids with physical disabilities at PSA go to different school and live in different neighbourhoods.	PSA programs.
Being praised	"Well my coach always tells us that we are playing well. He is really great at helping us with drills and teaching us new strategy and how to play better… he just is fun and really knows hockey and helps us to be good."	Positive coaching. Knowledge and instruction in disability sport. Praise from someone who is knowledgeable in your sport is important.		Sledge hockey.
Keeping up with teammates	"Pretty sure, except that some of the players are faster then me." "just as good, because I am faster then some and some are faster than me." "(tae kwon do) … just as good … cause we all work hard"	Equal playing field. Since ability is more even, comparison (if it takes place) is more accurate and productive.		Sledge hockey and tae kwon do.

	… " I am just as good as the rest of them, it is only my first year and I have not learned all of the skills yet."			
Rating your skill	" 8 because I need to learn more and I can't raise the puck all the time yet." "(tae kwon do).. because its my first year, so I still need to work on things."	Skill development.	Less variety of sports available to children and youth with disabilities.	Specialized Sport (PSA) - Sledge hockey - Tae kwon do

Male Participant 2 (Colin) Integrated Sport Setting

Most Dominant Situation	Feeling/Reaction	Positive Component	Negative Component	Context
Importance of participating in phys-ed	"fitness…just like staying in shape and having fun."	Fitness and health benefits.		Grade 9 co-ed physical education with male teacher who is very accommodating. Colin is the only student with a physical disability within the class.
Participating in activities different from the rest of the class	"Sometimes I can do them and sometimes I can't … I tell Mr. C. and we try to figure out a different way of doing it"			
Having a choice and making decisions	"I decide if I can or cannot do something and then Mr. C. along with myself figure out what we can do in place of it."	Opportunity to take a leadership role with regards to designing a program that works for him.	Pressure/responsibility to take initiative and to think of alternatives and adaptations.	PE
Typical day in phys-ed	"..we do all types of sports like badminton, volleyball, basketball and soccer and all that."	Variety.	Speed at which the sports change is sometimes too fast.	PE
Having something you like about phys-ed.	"just the interaction of it … like that you can talk to people and be with lots of people."	Social interaction.		PE
Choosing a	"There is	Social	Often have to do the	PE

partner	someone in my class, he was actually inside playing badminton for this class, he didn't want to play basketball … his name is Chad, I usually go with him… he is good at sports" "I choose someone usually"	interaction. Friendships with kids without disabilities.	choosing/asking.	
Not being included	"like sometimes, like say it is football, there is the risk of being injured, that I really wouldn't want to participate so I do something sager, like ah.. some other sports." "with other classmates sometimes … what he does is he gets some of them to play football and then he gets 2 other people from the class to play with me." …I like that, I would like to play football obviously but there is a risk of being injured… (other kids) are friendly."	Not all sports are conducive/or safe for all kids with physical disabilities (mobility limitations). So it is could that safety is taken into consideration.	Throwing and catching skills could be taught, often the sport is seen as a whole and not broken down into its individual skills, so then the child with a disability does not learn how to play any aspect of a game/sport.	Football unit within phys-ed.
Participating with other kids who are	"to tell the truth I like that because well I gain more	Opportunity to challenge oneself to		PE

able-bodied.	experience on how to play like able-bodied people even though I am not able-bodied. I gain more and more knowledge about what it is like if say I was able-bodied. I don't feel like I have a disability when I play with them.	take part in able-bodied sport. To share in able-bodied sport experiences.		
The teacher has the same expectations for the entire class.	"I like that, because again it makes me feel that I am playing with able-bodied people."	Feelings of normalcy.		PE
PE is more demanding	"because at PSA I am playing with people who are on my level and with PE it is kind of vice versa, I am playing with people at a higher level than me… I like that because it is challenging and fun."	Challenge.		PE
Learning skills in phys-ed.	"I'd say its harder (than PSA) because it takes me longer to comprehend and understand what the heck, pardon me, I mean what they are asking." "..cause like in gym its so many people, and	Learn skills.	Lacks individual instruction. Students may lack pre-requisite skills and necessary understanding of sport terms used within able-bodied sport.	PE

	sometimes the teacher can't show you the skills, with PSA I have been in sledge hockey for pretty much 7 years now".			
Being included	"for me … to be included means to participate and make friends with other students and play with them."	Social situation		PE
Making friends	"in gym, you can partner up with friends or people you don't even know that you can become friends with and that is different from language arts, that probably wouldn't happen, because if you work in partners the teacher might pick them for you."	Opportunity to meet new people.	Often does the choosing. Desire to meet other students (friends) is not usually reciprocal.	PE
Participating in alternate activity with 2-3 kids.	(didn't feel included) … its just the fact that there are only 2 or 3 people and not the whole class which is about 30 or something like that".		Sometimes forcing 'inclusion' can make the child feel even more left out.	PE
Choosing competition	"soccer, for a little bit of competitiveness … I like it	Allows for competition.	May be too much competition, provoking reliance on norm-referenced	PE soccer

	because its fun and I like the challenge of it."		information regarding skill and ability.	
Choosing recreational activities	"I would choose football or basketball or something like that … because basketball I am not very good at, so it would be best for just for fun."		Doesn't always provide student with that the option of trying an activity/sport just for fun..	Phys-ed - football - soccer
Receive praise	"teacher and classmates"	Opportunity to receive praise from able-bodied community.	May not be that frequent.	PE
Belonging or 'fitting in' within PE	"well, I do somewhat just because there are some stuff I just cannot do, like football." "(rating of belonging in PE) 7.5/10 because of things I can't do very well." (PSA) …10.. just cause the participants are more at my level, like Jack, we are basically at the same level, well not quite but almost.			Physical education versus PSA
Keeping up with classmates	"pretty sure" (no noticeable time). Even though I did poor in basketball today, 1 out of 20 shots, I would have to say just as good.			PE

Rating skill level in PE	"6, cause I may not be so good at some things but I am good at other things. I may not be good in basketball but I am good in soccer or something like that."		Even trying his best and feeling just as his peers he still gives himself a 6 in this setting but an 8 in PSA.	PE
Participating in fun activities	"we did this thing called mission impossible, its an obstacle course and if you touch part of the equipment you are done, well not done, but you have to restart…it was hard, they (class) found it easy, but I found it hard because of my mobility issues."	Opportunity for challenge.	Physical ability is on definite display.	PE: individual challenge activity called Mission Impossible that was set up by his teacher.

Field Notes and Observation for Julie

Field Notes for Specialized Sport Setting for January, 2004 Julie seemed very comfortable with me, very outgoing girl and very chatty. Throughout the interview she would be playing with her fingers and hurt them, or start talking about something not really related. I was able to easily redirect her attention.

Julie has a lot of experience in disability sport and is quite athletic and has a very strong upper body. She likes to be independent, we were walking up a pretty steep incline and she wanted to push her self (I didn't ask I just walked right beside her and I mentioned that this was a steep area, she agreed and said I can do it though).

Julie said that she wanted more questions, but I could sense that she was getting a bit restless by the last five minutes. Julie is a very confident girl, fully aware of her abilities.

Field Notes and Observation for Physical Education Class

Julie was in a very good mood and she was pretty energized after gym and excited that I was there. It was the thursday before spring break, so all of the kids were a bit excited and Julie was moving and that was her second last day at that school.

Julie was a bit distracted at times, for example, she wanted to doodle on the chalk board and she interrupted me twice to ask random questions like, were you wearing that shirt last time?

The physical education class and the teacher were very friendly. The class is finishing up their volleyball unit and the teacher chose teams (by randomly having the students number off). All of the kids ran off to their assigned court. Julie raced in her wheelchair. I heard a boy yell excitedly, oh ya Julie is on our team.

The students refereed their own games. Julie never served the ball and only touched the ball 3-5 times (as also reported by Julie). However, she was very involved in the game, rotating with their team, cheering on her teammates, reacting to balls that hit the net and good plays. Her team in general was very positive. I noticed that a few girls on other teams were being put down for their lack of skill and contribution to the team, this did not happen to Julie.

The class definitely respected the teacher and they had a great routine. They transitioned very quickly. At the end of the class, a group of students immediately went over to the volley ball nets and started putting everything away, the second half of the class (incl. Julie) did what looked like a pre-determined set of exercises led by two female classmates. The teacher went to help the students with the equipment. The exercise group attended to the exercises perfectly without any off-task behaviour. Julie did all of the exercises that she could, there was an arm component to all of the exercises.

Julie does have an educational assistant however, she sat on the bench in the gym. No modifications were made for Julie (nor were they needed).

As far as skill was concerned Julie was at the same level as half of her class…as they were not putting their arms together for a bump or were just whacking at the ball instead of using a proper volley formation. There were a couple of students (a boy and a girl) who were very skilled.

In volleyball Julie was not very skilled nor did she touch the ball as often as the rest of her teammates. However, she still felt that she was very good in physical education. But during her interview she did say that she would rank herself as a 7 versus the 10 she gave herself in PSA sports.

Female Participant 1 (Julie) Specialized Sport Setting

Most Dominant Situation	Feeling/Reaction	Positive Component	Negative Component	Context
Being involved in PSA	"Fun You get to be active, play against other teams, like in hockey we have a fourth game this week."	Participate in team sport. Play regular games. Compete in sport as an athlete.		Sledge hockey
Traveling for sport tournaments	"get to travel, went to Vancouver with basketball and I am going to Seattle for hockey, I think"	Participate in activities typical of able-bodied peers. Opportunity to experience tournaments.		Edmonton Junior Lights Wheelchair basketball team. PSA sledge hockey.
Participating with kids with disabilities.	(advice given to 'another girl') " I'd tell her that she should be happy doing things and being active … she's feel nervous because she doesn't know anyone yet…if she is doing basketball it is a steady pace" "It makes me feel good, I have done it all my life."	Opportunity to be active and try sports. "Normalizing"		Specialized sport.
Friends	"My friend Brian, he walks and just needs a bit of help with school and stuff and he plays on my basketball team … he is my best friend… some (friends) have disabilities	Opportunity to make friends with peers that share her experiences (i.e. disability sport).		Specialized sport.

	and some don't…like my friends at school."			
Disability Sport option not available.	"I want to try little league baseball… I am a really good thrower, like one night after hockey I went outside picked up a snowball and was throwing them at the backstop… I was pitching good and I hit it good, I am a good pitcher."		Limited programs and available sports within disability sport.	
Being the only athlete in a wheelchair or with a disability	(explains why it would be fine to be the only person in a wheelchair on an able-bodied baseball team) "I am the only girl on my hockey team…its cool but weird. So I'd feel find being the only one with a disability playing baseball because it's just like being the only girl on the hockey team.	Provides confidence.	May provide a false sense of competence and confidence.	Wanting to join an able-bodied baseball team.
Being accepted	"(being accepted means) like to be 'normal' if they talk to you and say something nice about you in the open then you know if they accept you or not."	Opportunity to be socially accepted by peers.		Specialized sport.
Choosing	"Very competitive	Optimal		Specialized sports.

competition	…because it makes everything more challenging."	challenge. Experience game situations. Participate in team sports.		
Being successful	"When you score in a real basketball game … like you could score lots of baskets in practice but if you score in a real game then you are success."	Opportunity to play 'real games' and to learn and practice sport skills and apply them in a competitive situation.		Specialized sport - sledge hockey - wheelchair basketball
Receiving Praise	"parents because they love you and you love them."	Opportunity for family to observe children in organized sport setting.		Specialized sport
Keeping up with teammates	"really confident (in hockey) that I can keep up with my teammates, because I am a better goalie." (basketball) I am just as good (as teammates)… I am good at shooting, especially the rim shots.	Varied sports and positions. Equal playing field.		Sledge hockey and wheelchair basketball.
Rating Sport Skill	(hockey) "10 because I am a good goalie … (basketball) 10 and swimming 10.	Opportunity for success.		Specialized sport: - sledge hockey - swimming - wheelchair basketball

Female Participant 1 Integrated Sport Setting

Most Dominant Situations	Feeling/Reaction	Positive Components	Negative Components	Context
Positive phys-ed experiences	"Volleyball is awesome (served) 5 times (it was) good even though my hand is red, because I smacked it (the ball) hard."	Good teaching environment can promote positive experiences.		Volleyball games- set teams and rotate to play different teams.
Most important thing about phys-ed	"Participating…being apart of it… (feels) good. I get to serve… cause most of the time when we do volleyball I don't get to serve because they are hogging the freaking ball."	Participation with kids without disabilities.	May lack full participation. Participant may need to ask for the ball.	Volleyball unit within grade 6 integrated physical education class.
Limitations in Phys-ed	"I get to do badminton and I get to do volleyball and I get to do tennis, which wheelchair people can and I get to do hockey, basketball, anything but racing." "Like people in my class went to UofA and ran at the Journal Games"	This student was included in the majority of activities.	No available competition category within school wide meets or sports.	She could not attend journal games with her peers.
Lack of challenge	"Nothing…volleyball is easy, badminton is easy, everything is easy, even laps (in wheelchair)."			PE
Choosing a partner	"Scott, he is my best friend in the whole world" (Is he good at sports?) "Not volleyball, I don't think he plays any sports, not out of school".	Good opportunity to partner with kids without disabilities.		PE
Being	"I know by the tone	Opportunity to	Participation	PE

included	of voice or the certain attitude that they give me. Fitting in means participating."	participate.	may be limited.	
Rate skill level in PE	"7, I am especially good at volleyball (why a 7 versus the 10 in PSA)…because I suck at badminton, I miss the birdie every time… I am pretty good at serving though."	Variety of sports.	Variety of sports. (Racquet sports ie. Badminton seems to be an issue for kids in wheelchairs.)	PE
Making a mistake	"Discouraged …but I don't know why.			
Choosing competitive activities	"win for some cases, like basketball in wheelchair …but basketball in PE should be recreational … because wheelchair basketball I do tournaments and stuff so competitive is good, but school basketball is just for fun… floor hockey with school and that I just for fun."	Fun activities	PSA provides an alternative to PE and an opportunity for competition.	Basketball in phys-ed versus wheelchair basketball.
Making friends in PE	"not that important … because you don't make friends during gym class, you've gotta pay attention to the ball or you will get knocked in the head"			Integrated school setting.
Keeping up with classmates.	"I am sure I can keep up (doing same as peers) …kind of, in a way well first of all, I don't think that they are going to be more in to sports than I am, because I do sports every weekend and		Julie realizes that she can't do the same as other kids but justifies it by saying that she does more sports so she is still better.	PE

	every Tuesday.			
Success in PE	"I think I have over achieved in PE. It doesn't matter because I can do more in PSA…like I do more than I should in PE, like play sports.		Expectations within PE are not high.	PE
Knowing you are good at a skill.	"I know…look at other people (tells me) that they are good too … (I look at them and think that they are average)		Social comparison may not be accurate.	PE
Not being good at sport	"Suckie …Baadd well… I don't like being bad at a sport because I don't want to be bad at a sport, I don't like that…they are important but no the most important thing in the world … but pretty important.	Julie has a strong sport identity, which is most likely a result of her participation within PE.		PE